DOCUMENT RESUME

ED 454 958 PS 029 579

AUTHOR	Krajec, Valerie Dawkins; Bloom, Paula Jorde; Talan, Teri; Clark, Douglas
TITLE	Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois.
INSTITUTION	National-Louis Univ., Wheeling, IL. Center for Early Childhood Leadership.
SPONS AGENCY	McCormick Tribune Foundation, Chicago, IL.
PUB DATE	2001-06-00
NOTE	96p.; A joint project by the Center for Early Childhood Leadership and the Illinois Network of Child Care Resource and Referral Agencies.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Qualifications; *Administrators; Career Development; *Career Ladders; *Child Caregivers; *Day Care; Day Care Centers; *Early Childhood Education; Educational Quality; Family Day Care; Preschool Teachers; Teacher Qualifications
IDENTIFIERS	Day Care Quality; *Illinois; Project Head Start

ABSTRACT

Noting that there is a lack of consistent and accurate information about the teachers, administrators, and support staff who work in early childhood settings in Illinois, this study documented the early childhood workforce serving in infant/toddler, preschool, and school-age programs in the state. The study also determined the impact of the current career development system on practitioners, the programs they serve, and the public at large. Data sources included state agencies' statistics, other state and national reports, and surveys on compensation and turnover, preferred nomenclature for professional roles and program types, and pre-kindergarten teachers' career decisions. Survey participants included 4,125 early childhood teachers and administrators and 557 pre-kindergarten teachers. Among the major findings of the study are the following: (1) there are wide disparities in qualifications and compensation for comparable work in different early childhood settings; (2) director qualifications are related to program quality; (3) accreditation has a positive impact on overall program quality; (4) Illinois lacks a coherent system of initial preparation, ongoing professional development, and career counseling for early childhood teaching, administrative, and support staff; and (5) many caregivers operate outside the established early childhood regulatory system and thus do not have access to technical assistance or professional training. Based on findings, specific recommendations were devised for designing and implementing a comprehensive statewide career development system. (Appendices contain a glossary of relevant terms and data collection instruments. Contains 80 endnotes.) (KB)

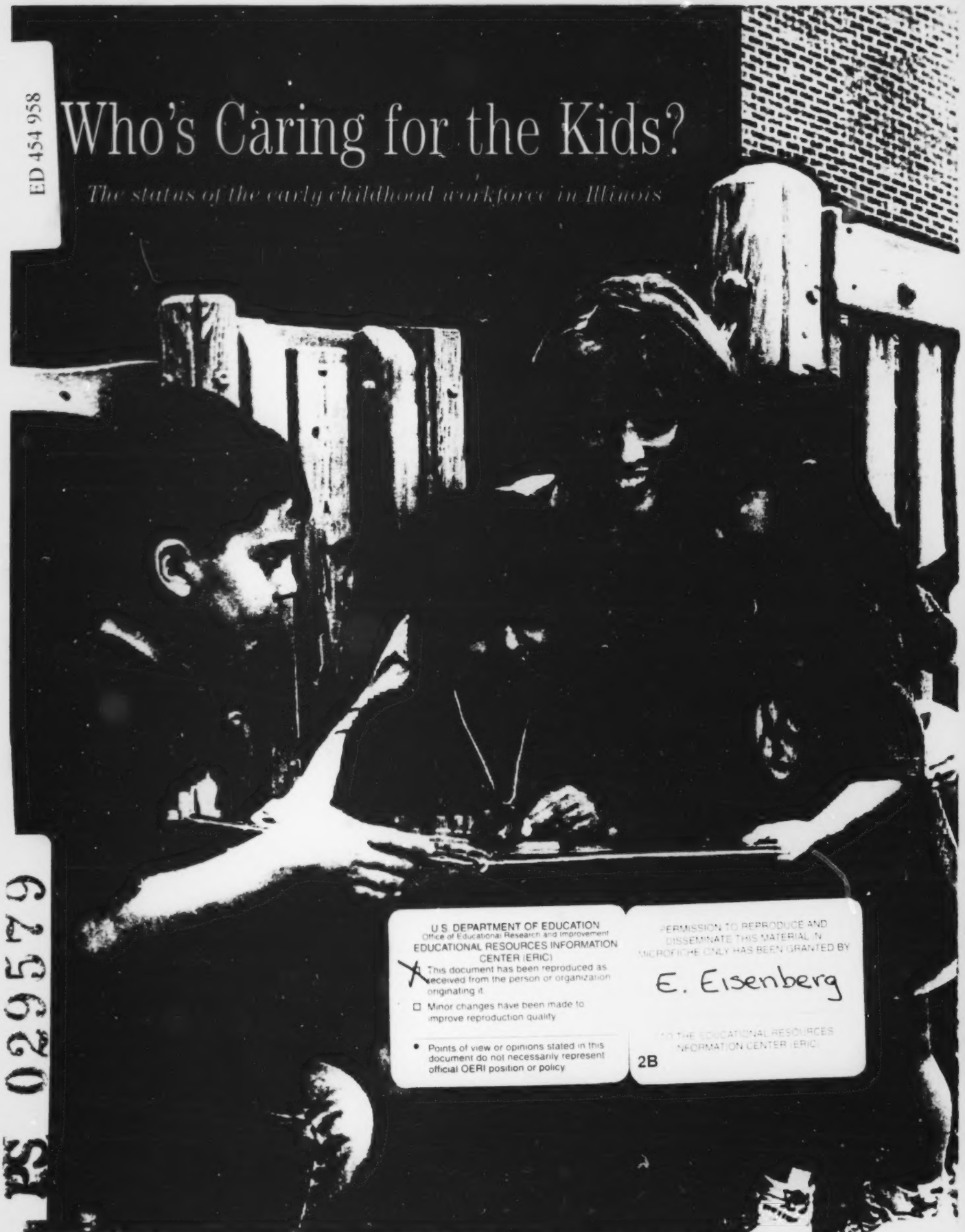
ENTIRE DOCUMENT:
POOR PRINT QUALITY

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 454 958

Who's Caring for the Kids?

The status of the early childhood workforce in Illinois



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

E. Eisenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

PS 029579

BEST COPY AVAILABLE

Who's Caring for the Kids?

The status of the early childhood workforce in Illinois

PRINCIPAL INVESTIGATORS

Valerie Dawkins Krajec
Paula Jorde Bloom
Teri Talan
Douglas Clark

A JOINT PROJECT BY

The Center for Early Childhood Leadership
and
The Illinois Network of Child Care Resource and Referral Agencies

FUNDED BY

The McCormick Tribune Foundation
June 2001

BEST COPY AVAILABLE

Copyright © 2001, The Center for Early Childhood Leadership
All rights reserved. No part of this report may be used or reproduced without permission.

Layout and design: Burkat Design

Photography: Anthony Valicenti, cover, pp. 1, 13, 23; Eileen Eisenberg, p. 5; Paula Jorde Bloom pp. 47, 61

Printed in the U.S.A. by Commercial Lithographers

The Center for Early Childhood Leadership
National-Louis University
6310 Capitol Drive
Wheeling, Illinois 60090-7201
(800) 443-5522, ext. 7703
www.nl.edu/cecl

The opinions expressed in this report are those of the authors and do not necessarily reflect the views of the McCormick Tribune Foundation, reviewers, or survey participants.

BEST COPY AVAILABLE

This report was made possible by the generous support of the McCormick Tribune Foundation. Wanda Newell, Director of Education Programs, was the guiding force behind this project. We are grateful for her vision and support. Alexandra Foley and Chantel Schuering also played vital roles in conceptualizing and editing the report. We are deeply appreciative of their help.

Special thanks to:

- The early childhood center directors, teachers, assistant teachers, and family child care providers who generously gave of their time to respond to surveys and participate in telephone interviews.

- Our data collection and technical assistance team – Beth Knight, Will Grady, Beth Baird Minikel, Rosemary Hicks-Lay, Jocelyn Brownlee, Toya Owens, and Magge Young – whose persistence and attention to detail gave shape to this report.

- The report reviewers – Christian Anderson, Jill Bella, Karen Bruning, Steve BeMiller, Jan Deissler, Lisa Downey, Eileen Eisenberg, Judy Harris Helm, Tom Layman, Sean Noble, Donna Rafanello, Barbara Risse, Sara Slaughter, Jerry Stermer, Margie Wallen, Maria Whelan, and Audrey Witzman – for their insightful comments and helpful feedback.

- Those who provided statistical information and clarification on data used in the report.

  - Don Corrigan and Kalpana Desai – Illinois State Board of Education
  - Jim Orr and Patricia Berndt – Illinois Department of Human Services
  - Linda Oury – Bright Horizons Family Solutions
  - Lauri Morrison-Frichtl, Lynda Hazen, and Gina Ruther – Head Start
  - Sarah LeMoine and Gwen Morgan – Wheelock College Institute for Leadership and Career Initiatives
  - Alice Burton and Marcy Whitebook – Center for the Early Childhood Workforce
  - Phil Sparks – Communications Consortium Media Center
  - Steve Barnett – Center for Education Research, Rutgers University

The Center for Early Childhood Leadership is dedicated to enhancing the management skills, professional orientation, and leadership capacity of early childhood educators. The activities of the Center encompass four areas: Training to improve the knowledge base, skills, and competencies of directors who administer early childhood programs; technical assistance to improve program quality; research on key professional development issues; and public awareness of the critical role that early childhood directors play in the provision of quality services for children and families. (www.nl.edu/cecl)

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is a statewide, nonprofit organization created to improve accessibility to high-quality early childhood programs for all families in Illinois. In partnership with 18 regional Child Care Resource and Referral (CCR&R) programs, INCCRRA provides an array of information, support, data, and training about early care and education to parents, early childhood professionals, and community representatives. As a collaborating partner in the implementation of a statewide early childhood professional development system, INCCRRA administers the Illinois Director Credential, T.E.A.C.H. Early Childhood® Illinois, and Great START programs. (www.ilchildcare.org)

CHAPTER

1. **WHY SHOULD WE CARE ABOUT WHO'S CARING FOR THE KIDS?** 1

Early Childhood Education – An Investment that Matters 2
Overview and Scope 2
Data Sources 3
Early Childhood Workforce Survey 4
What's in a Name? 4
Pre-K Survey 4

2. **A NATIONAL PERSPECTIVE** 5

The Issue of Terminology 5
The Call for Increased Standards 6
The Importance of a Skilled and Stable Workforce 9
Addressing the Staffing Crisis – Promising Practices 10

3. **THE ILLINOIS PICTURE** 13

Types of Formal Group Care 13
Center- and School-Based Programs 13
Family Child Care and Group Homes 17
Regulatory Oversight 17
Formal Regulated Care 18
Informal, Relative, and Unlicensed Care 19
Voluntary Program Accreditation 20
Funding 21

4. **THE ILLINOIS EARLY CHILDHOOD WORKFORCE** 23

The Demographics of the Workforce 23
Workforce Perceptions About the Field 24
Roles 26
Qualifications 28
Teaching Staff 28
Administrative Staff 30
Family Child Care Providers 34
Compensation 34
Teaching Staff 35
Administrative Staff 39
Family Child Care Providers 40
Turnover 41

TABLE OF CONTENTS

5. **TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES** **47**

Formal Professional Preparation Programs 47
Illinois Community College System 47
Articulation From Two-Year Colleges to Four-Year Colleges 49
Four-Year Colleges and Universities 50
Illinois Virtual Campus 51
Informal Professional Development 51
Career Counseling 53
Financial Support for Professional Development 54
Internal Sources 54
External Sources 55
Professional Associations 56

6. **WHAT WE KNOW AND WHAT WE MUST DO** **61**

The Illinois Picture in Review 62
A Call to Action 66

ENDNOTES **67**

GLOSSARY OF TERMS **77**

APPENDICES **81**

A. Early Childhood Workforce Survey 81
B. What's in a Name? 83
C. Pre-K Survey 85

LIST OF TABLES

1. Early Childhood Practitioners' Preferences for Terminology Used to Describe the Field and Different Types of Programs 25
2. Early Childhood Workforce Preferences for Role Titles 27
3. Requisite Qualifications for Teachers in DCFS-Licensed and ISBE Pre-K Programs 28
4. Early Childhood Workforce Preferences for Requisite Qualifications 30
5. Requisite Qualifications for Directors of DCFS-Licensed Programs and Elementary School Principals 32

LIST OF FIGURES

1. Number of Children in Formal and Informal Early Childhood Settings 17
2. Number of Children in Formal Early Childhood Settings by Funding Source 21
3. Racial Diversity of Early Childhood Teachers in Center-Based Programs 24
4. Education Level of Early Childhood Directors in Accredited and Nonaccredited Programs 33
5. Average Hourly Wages for Early Childhood Teaching Staff by Funding Source 35
6. A Comparison of Annual Salaries of Early Childhood Teachers with Workers in Other Occupations 38
7. A Comparison of Early Childhood Directors' Salaries by Education Level 39
8. Early Childhood Directors' Salaries by Program Type 40
9. Annual Turnover of Early Childhood Assistant Teachers and Teachers by Program Type 42
10. Turnover in Accredited and Nonaccredited Early Childhood Programs by Role 45
11. Percentage of Budget Dedicated to Professional Development 55

WHY SHOULD WE CARE ABOUT WHO'S CARING FOR THE KIDS?

The world of early care and education has witnessed extraordinary changes during the past two decades as the number of programs has mushroomed to keep pace with growing demand. The needs of America's families are diverse, and that diversity is characterized in the variety of programs that serve families with young children. Today, early childhood education goes by many names – nursery school, child care, Head Start, family child care, preschool, prekindergarten – to name a few. It is both for-profit and nonprofit, public and private, regulated and unregulated, accredited and nonaccredited. Early childhood programs fall under a wide variety of program auspices. Some are part-day and part-year; others are full-day and year-round. Some follow a prescribed curriculum and philosophy; others are more eclectic in their approach. Children's experiences in these programs vary greatly and the full range of quality, from poor to excellent, is evident in all program types.

Early childhood settings are also diverse. Programs can be found in state-of-the-art corporate child care centers, churches, synagogues, YMCAs, renovated businesses or store fronts, college campuses, public school classrooms, remodeled family basements or garages, social service agencies, and public housing projects. While elementary school buildings are easy to recognize, early childhood programs may not be. Strategically placed along the expressway in a rambling corporate complex or tucked away in a converted classroom of a rural school, early childhood settings are as varied as the children and families they serve.

Regardless of program type, philosophy, or setting, the single most important factor impacting a child's experience in an early childhood program is the quality of adult-child interactions.

Regardless of program type, philosophy, or setting, the single most important factor impacting a child's experience in an early childhood program is the quality of adult-child interactions. Classroom teachers and home providers are at the core of the child's daily experience. Educated and experienced practitioners are responsive to the needs of children; provide a safe, nurturing, and stimulating environment in which children can learn and grow; and work in partnership with the family and the community. The expertise, passion, and commitment they bring to their roles can transform ordinary experiences into memorable moments that enrich a child's life forever.

BEST COPY AVAILABLE

Early Childhood Education – An Investment that Matters

Children, parents, business, and society have a converging interest in early childhood education. Young children, of course, need enriching early experiences to lay the foundation for a productive and successful life. Parents who work or attend school need the assurance that their children are safe and well cared for. Business benefits from lower absenteeism and turnover when employees have dependable child care arrangements. And society as a whole benefits when the next generation of citizens is well educated and prepared for workforce participation.[1]

Mounting evidence demonstrates that children experience more positive cognitive, social, and emotional outcomes when they are nurtured and taught by consistent, sensitive, well-trained, and well-compensated staff.[2] High-quality early childhood programs staffed with knowledgeable and caring adults result in improved school readiness, enhanced language and reading skills, more positive social behaviors, and higher achievement scores.[3] The long-term effects for children from low-income families include reduced juvenile and adult crime rates, higher educational attainments, and increased earning power.[4] Quality programs also positively impact the employment status of mothers, especially teen mothers, who are much more likely to complete school when their children attend high-quality programs.[5]

Given the pivotal role that teachers and caregivers play in the provision of high quality early childhood experiences, one would expect that data about the Illinois early childhood workforce would be readily available. This has not been the case. On the contrary, there is a lack of consistent and accurate information about the teachers, administrators, and support staff who work in early childhood settings. Information regarding staff qualifications, levels of compensation, turnover rates, and the availability of training for individuals in different roles has not been assembled in a systematic way. This report was commissioned to address that void.

Overview and Scope

Who's Caring for the Kids? paints the big picture of the career development system of early care and education in Illinois. It is a picture of contrasts – large and small centers that may be regulated or unregulated, well funded or struggling, with highly-trained or minimally trained staff – all presenting both encouraging and discouraging predictions for the future. Perhaps in no other profession are the contrasts so broad, the implications so critical, and the need to find solutions so immediate.

Perhaps in no other profession are the contrasts so broad, the implications so critical, and the need to find solutions so immediate.

This report begins by providing a national context for looking at this important issue, including the role of standards as a means of quality assurance. It then identifies the professional roles, responsibilities, requirements, compensation, and turnover rates for workers in different settings in Illinois. Specifically, the report describes:

- the number of children being cared for in different settings;
- the regulatory oversight and funding for different types of programs;
- current teaching, administrative, and support roles in different settings;
- requisite qualifications for the different roles;
- levels of compensation and turnover for different roles in different settings; and
- the availability of general and specialized training for new practitioners, and formal and informal professional development for experienced practitioners.

Who's Caring for the Kids? focuses on the early childhood workforce serving in infant/toddler, preschool, and school-age programs. Some of these individuals work in programs that exist in, are sponsored by, or are associated with elementary K-8 education. The report does not, however, examine the role of teachers in public elementary schools, except teachers and teacher assistants in Illinois State Board of Education (ISBE) Pre-K programs. Other roles within the field of early childhood, including mentor teacher, curriculum coordinator, special education teacher, college instructor, trainer/consultant, and child care resource and referral staff, are recognized in the report, but are not explored in depth.

While the full range of programs is represented in this report – home-based and center-based, for-profit and nonprofit, corporate and corporate-sponsored, independent and agency-sponsored, faith-based, school-sponsored, and Head Start – they are explored only in the context of painting the picture of the current early childhood workforce. Likewise, regulatory requirements and program funding are examined only as they impact the early childhood workforce.

Who's Caring for the Kids? describes the impact of the current career development system on practitioners, the programs they serve, and the public at large. It highlights the effect of qualifications, voluntary professional standards, and wages on workforce stability. The report concludes with a summary of findings and specific recommendations that lay the groundwork for designing and implementing a comprehensive statewide career development system.

Data Sources

Who's Caring for the Kids? combines statistical data from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), the Illinois Department of Human Services (IDHS), the Center for Early Childhood Leadership at National-Louis University, and the Illinois State Board of Education (ISBE). It also draws on data from approximately 18 other state and national reports published between 1994 and 2001.

In addition to tapping existing data sources, three new statewide surveys were conducted. The first collected current information regarding compensation and turnover. The second focused on preferred nomenclature for professional roles and program types. The third examined Pre-K teachers' career decisions.

Early Childhood Workforce Survey. A two-page questionnaire was developed to collect information about current roles, qualifications, compensation, and turnover of the Illinois early childhood workforce (Appendix A). Through telephone interviews, data were gathered on a total of 4,125 early childhood teachers and administrators representing 146 Head Start programs (operating at 549 different sites), 450 ISBE Pre-K programs, 85 private and public for-profit and nonprofit programs, 30 corporate-sponsored child care programs, and 7 large nonprofit agencies in Chicago. Information was also collected on the accreditation status, funding sources, and professional development priorities of these programs.

Publicly funded programs such as Head Start and the ISBE Pre-K Program have a central tracking and reporting system that archives essential data. Statistical information on these programs is readily available. Accurate and current information on private for-profit and nonprofit fee-based programs, on the other hand, is more difficult to collect. Directors of these programs are often isolated and have little clerical support. Taking part in an interview is time-consuming. In many instances, interviews had to be rescheduled because more pressing administrative responsibilities took precedence.

What's in a Name? A two-page questionnaire was developed to assess practitioners' perceptions about preferred nomenclature and requisite qualifications for different early childhood roles (Appendix B). The *What's in a Name?* survey was sent to 2,250 teachers, administrators, and support staff working in 150 early childhood programs across the state in December 2000. Centers represented all program types – public and private, part-day and full-day, for-profit and nonprofit. In addition, approximately 175 surveys were distributed to family child care providers and others attending the Chicago Metro Association for the Education of Young Children annual conference in January 2001. In all, staff from 137 centers responded. Of the 1,250 surveys returned, 166 were incomplete. A total of 1,084 surveys were used in the data analysis.

Pre-K Survey. A one-page survey assessing Pre-K teachers' career decisions was sent in January 2001 to 900 prekindergarten teachers and assistant teachers representing 450 Pre-K programs across the state (Appendix C). Completed surveys were returned by 557 individuals. The survey explored why individuals chose ISBE Pre-K positions instead of positions in the private sector or Head Start.

A NATIONAL PERSPECTIVE

This report begins by describing the multiple settings, various names, and different orientations that characterize the field of early care and education. This diversity has enriched the field, but it has also contributed to enormous confusion on the part of the public. This confusion has hampered workforce efforts for greater professional status and recognition. This chapter provides a capsule summary of key workforce issues from a national perspective. It begins with a short discussion about how confusion in terminology impacts public perceptions about the field. It then looks at the need for higher standards and the effect of the current staffing crisis on program quality. It concludes with a brief description of some of the most promising practices being implemented to professionalize the field.

The Issue of Terminology

Unlike elementary or secondary education, early childhood education has long suffered from a lack of clarity in the terminology used to describe the field and the roles of practitioners who work in the field. To the public, terms like *nursery school, preschool, day care, child care*, or *prekindergarten* are confusing and misleading in contrast to terms like *kindergarten* or *elementary school*. Most parents understand what elementary schools are and have clear expectations about their children's experiences there. In comparison, few parents understand the complex array of options available in early childhood programs.

Parental expectations for early childhood programs also differ. The diversity of program names like Happy Time Nursery School, Playland Preschool, Countryside Day Care Center, Enriching Days Child Development Center, Heartland Prekindergarten, or Creative Learning Academy adds to the confusion. These programs may or may not have similar curricula, teacher-child ratios, and staff qualifications.

Unlike elementary or secondary education, the lack of clarity in terminology used to describe early childhood education has contributed to confusing and misleading perceptions of the field and its practitioners.

The confusion is the result, in large part, of two intersecting traditions: *care* and *education*. Many child advocates and leaders in the field now use the terms *early care and education* or *educare* to both acknowledge and celebrate this merging of traditions and to reinforce the notion that *all* high-quality programs provide both nurturing care for young children as well as stimulating educational experiences.

The Call for Increased Standards

Parents, educators, and policymakers are clamoring for higher standards and more accountability at all levels of the educational system. When it comes to standards, early childhood education has historically embraced a "do no harm" approach. In most states, the regulation of child care falls under the auspices of the state department of social services which enforces licensing standards to protect the basic health and safety of young children. Aside from the performance standards for Head Start programs receiving federal funding, there are no uniform federal standards regulating the care and education of young children prior to formal entrance into elementary school.

Standards vary greatly from state to state. In most states, licensing regulations are minimal standards. They have been established as a threshold of quality that assures consumers (parents and the public) that children will be protected from physical harm. States have, by and large, avoided the issue of the effect of experiences on children's development. Licensing regulations rarely include indicators about the quality of teacher-child interactions, the curriculum, or instructional practices – program components that strongly relate to developmental outcomes.

The lack of consistent and high standards regulating early childhood programs across the country has resulted in what many child advocates believe is tragic benign neglect of our nation's children. In the 1995 *Cost, Quality, and Outcomes Study* of 401 centers in four states, only 14% of center-based child care programs were determined to be of good or high quality. Twelve percent were determined to be of such low quality that they jeopardized children's health, safety, and development. The remaining 74% of programs were classified as mediocre to average.[6]

In most states, licensing regulations are minimal standards rather than benchmarks of quality.

Concern has also been raised about the quality of family child care, which in many states remains unregulated. A 1994 study conducted by the Families and Work Institute found that only 9% of family child care was rated as good (enhancing growth). The researchers concluded that children in 35% of family child care settings could be exposed to some form of harm.[7]

The societal costs of not providing high-quality, enriching, educational experiences for young children – lack of readiness for school, poor social behaviors, increased juvenile crime, lower adult productivity – have been well documented in recent reports.[8] Simply put, high-quality programs are good for children; poor-quality programs can be detrimental to children's growth and development.

High-quality programs are good for children; poor-quality programs can be detrimental to children's growth and development.

Program standards that do more than protect children from harm do not come from state regulations, but rather from voluntary program accreditation efforts. Accreditation is used extensively in public education, higher education, and health care to assure consumers of a professionally recognized level of program performance. Accreditation relates to program-wide indicators of quality.

PROGRAM COMPONENTS RELATED TO QUALITY

- small overall group size
- high adult-child ratio
- organized and safe environment
- responsive relationships between teachers and young children
- a well-planned and integrated curriculum
- activities that support children's cognitive, social, emotional, and physical development
- active involvement of parents
- consistent, well-trained, and well-compensated staff
- strong leadership and supervisory skills of administrators
- a supportive work environment for staff that includes ongoing professional development

The most widely recognized accrediting body in the field of early childhood is the National Association for the Education of Young Children (NAEYC).[9] Accreditation by NAEYC provides evidence of compliance with criteria associated with high-quality programming. Only 7,704 of the nation's early childhood centers have achieved NAEYC accreditation.[10] Considering that there are well over 100,000 early childhood programs, this represents only a fraction of the industry.

BEST COPY AVAILABLE

Family child care, school-age, faith-based, and for-profit child care programs also have national accrediting bodies that validate voluntary compliance with standards of high-quality programming and staff qualifications. The National Association for Family Child Care (NAFCC) accredits family child care programs and includes a training requirement for caregivers. The National School-Age Care Alliance (NSACA) accredits programs that serve school-age children. Both the National Child Care Association (NCCA) and the National Association of Child Care Professionals (NACCP) accredit for-profit center-based child care programs. The American Montessori Society accredits Montessori programs. In addition, the Ecumenical Child Care Network (ECCN) has established standards for faith-based programs.

Accreditation is a powerful force for improving quality. There is an accumulating body of research that suggests that accredited centers are distinctly different from nonaccredited centers. Accredited centers have better-trained teachers and administrative staff, pay higher wages, have lower staff turnover, and provide more developmentally appropriate activities and higher-quality caregiving for children than do nonaccredited centers.[11] A study comparing the quality of work life for staff in accredited versus nonaccredited centers found that accredited programs were more innovative, had greater goal consensus, better clarity in policies and procedures, and provided more opportunities for professional growth. Statistically significant differences were also registered in staff's level of job commitment, staff turnover, and teachers' current and desired levels of decision-making influence.[12]

COMPARISON OF LICENSING AND ACCREDITATION

Licensing	Accreditation
• Regulated by government at state level	• Sponsored by national professional organizations
• Mandatory	• Voluntary
• Minimum requirements to protect children from harm	• Optimal requirements to promote children's healthy development
• 100% compliance	• Substantial compliance
• Sanction for noncompliance	• Recognizes and rewards achievement

The 1995 *Cost, Quality, and Child Outcomes Study* concluded that there is a need for higher standards in all states that both protect children's health and safety and address their developmental needs. It also recommends eliminating all exemptions from state licensing so that standards are uniformly applied to all programs serving children in group settings.[13]

The Importance of a Skilled and Stable Workforce

Recent headlines in major metropolitan newspapers have documented the critical shortage of teachers in our nation's elementary and secondary schools. The healthy economy has lured would-be teachers to other more lucrative options and record numbers of veteran teachers are reaching retirement age. While the shortage of elementary and secondary teachers is distressing, the situation at the early childhood level has been at crisis proportions for more than a decade.

Across the nation there is a chronic shortage of qualified early childhood teachers. This situation is the result of low wages, low status, poor working conditions, and limited opportunities for advancement.[14] Child care center directors lament that not only is the pool of available candidates shrinking, but the work ethic and baseline skills of entry-level teachers are not what they used to be. Some say they are forced to hire "the best of the worst." The most highly skilled early childhood teachers are drawn to the public schools that offer better paying job opportunities.

Difficulty in attracting well-trained teachers is only part of the problem; retaining those who have chosen to work in the field is the other part. In its longitudinal study of turnover in early care and education, the Center for the Child Care Workforce (CCW) states that the early childhood workforce "is frighteningly unstable, even among relatively high-quality programs."[15] CCW found that fully 75% of all teaching staff employed in centers in 1996 were no longer on the job in 2000. Nationally, annual turnover rates hover around 30% for teaching staff who work in child care centers.[16]

Directors lament that not only is the pool of available candidates shrinking, but the work ethic and baseline skills of entry-level teachers are not what they used to be.

The pattern is well established. On a regular basis, the least-skilled and lowest-paid staff leave the field to work in other sectors of the service industry where working conditions are less stressful, wages are higher, and benefits more plentiful. In child care programs across the country, unskilled (and frequently unqualified staff) are being hired to fill a constant rotation of open positions.[17]

Several large-scale studies of child care programs have documented that the rate of turnover of teaching staff influences the care programs provide, particularly as it affects children's social, emotional, and language development. Programs with high turnover have less developmentally appropriate learning environments and staff who interact less sensitively and appropriately with children.[18]

BEST COPY AVAILABLE

While child care staff provide crucial support to working poor and marginally self-sufficient families, the majority are themselves a large subgroup of the working poor, with their own tenuous hold on self-sufficiency. Consistently, low wages have been identified as the major reason for high turnover and mediocre quality. The Center for the Child Care Workforce reports that the current child care job market fuels poverty. Nationally, the average salary for child care center teachers is $15,430 and only one-third of centers provide health benefits to teachers. Even small incremental increases in salary appear to make a difference in a center's ability to retain staff. CCW has found that skilled teaching staff are more likely to remain at their jobs if they earn higher-than-average wages and work with a higher percentage of well-trained teaching staff who are also committed to staying on the job.[19]

The staffing crisis in early care and education is not limited to teaching staff. Nationally, turnover among directors of child care programs averages between 12 - 28%.[20] These data are particularly disturbing because directors are the gatekeepers to quality, setting the standards and expectations for staff performance. Research has found that directors' ability to effectively address the staffing crisis in their own programs and oversee other facets of program operations is directly related to their own level of formal education and specialized training in leadership and management.[21]

Directors' ability to address the staffing crisis in their own programs and effectively oversee all facets of program operations is directly related to their own level of formal education and specialized training.

Most directors come to the position without formal training in program administration. Only five states require any specialized management training for center directors prior to their assuming administrative roles.[22] More often than not, directors learn the lessons of fiscal management, staff relations, educational programming, facilities operation, public relations, and leadership on the job.

Addressing the Staffing Crisis – Promising Practices

Across the country, many promising developments are being implemented to improve the quality and stability of the early childhood workforce.[23] More than 40 states have career development planning groups and are exploring ways to improve quality that go beyond required licensing regulations. Several states have initiated programs that promote and support early childhood and school-age staff wage supplements and training. These include programs like the T.E.A.C.H. Early Childhood® program started in North Carolina, and now available in 14 states, including Illinois. T.E.A.C.H. provides scholarships to assist practitioners in returning to school and rewards them for attaining degrees in early childhood education.

Financial assistance for education is crucial as few early childhood practitioners have the financial resources to pay for college training themselves. Indeed, studies have found only a 5% rate of return on personal investment in education for center-based teachers and no return (or a negative return) on personal investment in education for assistant teachers.[24]

In California, advocates are involved in a multi-year legislative effort called California CARES (Compensation and Retention Encourage Stability) to develop and implement a statewide wage supplement and retention grant program. North Carolina has implemented a statewide WAGE$ program that is one part of an early childhood workforce initiative. The project pays education-based salary supplements to teachers, directors, and family child care providers serving children birth to age 5 and is the model for the Great START salary enhancement initiative recently enacted in Illinois.

Other states, like Washington, have implemented a comprehensive career development lattice for early childhood professionals that links training to salary enhancements and benefits. A career lattice uses wage and benefit increments linked to education, experience, and level of responsibility as incentives for child care workers to improve their education and make early childhood a lifelong career.

In 1996, Rhode Island became the first state in the country to provide health insurance to early childhood workers. Initially only available to family child care providers, the insurance program now covers early childhood staff in center-based programs in which at least 40% of the children come from low-income families. The state has also increased the reimbursement rate it pays for child care centers serving low-income families. This means that centers can pay higher staff wages and make other quality investments in their programs.

A career lattice uses wage and benefit increments linked to education, experience, and level of responsibility as an incentive for practitioners to make early childhood a lifelong career.

In addition to wage supplement and training initiatives, a few states have implemented mentoring and apprenticeship programs. Mentoring initiatives like the California Early Childhood Mentor Program offer experienced teachers and directors an opportunity to share their skills with others, grow professionally, and receive a stipend for their work.[25] Comparable to the induction of new teachers in the public schools who are often paired with a lead teacher, the goal of such an initiative is to offer novice teachers the support they need during their critical first years on the job.

The shortage of professional development opportunities linked to college credit and career advancement for early childhood administrators has been a pervasive problem across the country. Recognizing the crucial role that program directors play in the provision of quality services, several states are beginning to implement voluntary director credentialing programs and to use state quality enhancement training funds to support directors seeking leadership and management training. Wisconsin and Illinois have taken the lead in director credentialing with their respective state initiatives by developing the most comprehensive requirements in the country.

While local and state initiatives have gained considerable attention in the effort to improve the quality and stability of the early childhood workforce, two federal initiatives merit attention. Head Start has established a goal that by 2003 at least 50% of all teachers in center-based programs will hold an associate's, bachelor's, or advanced degree and have preschool teaching experience. Head Start has also implemented a salary enhancement initiative in an effort to retain qualified staff. In the span of five years, from 1992 to 1997, the average teacher's salary increased from $14,600 to $17,800 and retirement benefits increased by 24%. Virtually all Head Start grantees now offer health insurance benefits.[26]

Head Start has established a goal that 50% of staff will hold an associate's degree or higher by 2003.

A decade ago, the Department of Defense implemented an ambitious plan to upgrade child care programs on military installations. The Military Child Care Act of 1989 included a salary schedule based on educational attainment and performance standards. As a result of these changes, the overall quality of military programs has improved significantly. Fully 86% of military child care programs are now accredited. The U.S. General Accounting Office report on the Department of Defense child care system indicates that quality and compensation can be successfully linked.[27]

Momentum is also building in Congress to address the child care staffing crisis. A bipartisan Congressional Child Care Caucus is exploring both short- and long-term solutions to make child care more affordable for parents, to increase the supply of high-quality programs, and to make early childhood education a more viable and respected career. Proposals include making the child care tax credit refundable, increasing funding for the Child Care Development Block Grant, and creating a child care scholarship and a loan forgiveness fund for individuals with a degree in early childhood education who make a one- to two-year commitment to the field.

THE ILLINOIS PICTURE

There are more than 1.1 million children in Illinois under the age of five. About 60%, or 660,000 of these children, have working parents and are cared for during the day by another adult.[3] Since dual-earner and single-parent families are now the norm, the demand for child care is at an unprecedented high level.

About 60% of Illinois children are cared for during the day by someone other than their parents.

Families choose early childhood programs based on a number of factors: the age and developmental needs of the child; cost; availability of special services (e.g., pick-up/drop-up service, speech therapy); days and hours of operation; philosophy or curricular approach (e.g. faith-based, Montessori); ability to serve siblings; and proximity to home or work. This chapter provides the Illinois context for early childhood education. It describes the various formal and informal settings in which children are cared for, the regulatory oversight for different program types, factors related to voluntary program accreditation, and the funding sources for different types of programs.

Types of Formal Group Care

Formal group care in Illinois takes place in child care centers, public schools, and family child care homes. Center- and school-based programs serve from 16 to several hundred children at any one site. Family child care, on the other hand, ranges from 3 to 16 children at any one site.

Center- and School-Based Programs. Center-based group care has been available in Illinois for over 100 years. There are approximately 264,000 children currently attending center-based programs. While there are many ways to categorize the different types of center-based arrangements for children, one approach is by legal designation: for-profit or nonprofit. The for-profit sector includes private proprietary for-profit programs, partnerships, corporate chains, and corporate-sponsored programs. The nonprofit sector includes both public and private, independent and agency-based programs, Head Start, public school-sponsored programs, nonprofit corporate-sponsored programs, faith-based programs, military, and university-affiliated programs.

BEST COPY AVAILABLE

TYPES OF CENTER- AND SCHOOL-BASED PROGRAMS

- **Private for-profit programs**
  Private for-profit programs comprise 20% of center-based care in Illinois. Many of these centers are small "mom and pop" businesses that operate at a single site as a sole proprietorship or partnership. Others are large multi-site operations employing several hundred employees. Private for-profit programs depend entirely on parent fees, payments made on behalf of parents by IDHS, and small grants available to for-profit programs. Programs that serve low-income children are also eligible to participate in the USDA food program.

- **For-profit corporation or chain**
  The for-profit corporate child care industry saw substantial growth in the 1970s and 1980s as national chains expanded at an annual rate of 68%. Mid-sized chains saw the greatest expansion in the late 1990s.[28] For-profit corporations or chains rely almost exclusively on parent fees or payments made on behalf of parents by IDHS or employers.

- **For-profit or nonprofit corporate-sponsored programs**
  For-profit corporate-sponsored programs rely on both parent fees and corporate subsidy from their affiliated companies. For example, Bright Horizons Family Solutions receives support from its partner companies (e.g., Walgreens, Northern Trust, Sears, Abbott) where it provides on-site child care for employees' children. Some corporate-sponsored programs also provide specialized services like back-up care for mildly-ill children. Nonprofit corporate-sponsored programs, like Blessing Hospital Child Care Center in Quincy, receive corporate support from, in this case, its sponsoring hospital. Since the design and construction of the physical facility is often financed by the sponsoring corporation, corporate-sponsored child care programs are among some of the finest facilities in the country.

- **Private nonprofit programs**
  Private nonprofit early childhood programs are similar to private for-profit programs in that they are typically housed at a single site. Fiduciary responsibility, however, rests with a board of directors and the center is eligible to receive United Way funding as well as other privately or publicly funded grants. These programs are eligible to receive federal Head Start funding and state Early Childhood Block Grant monies because of their nonprofit, tax-exempt status.

COPY AVAILABLE

- **Nonprofit programs affiliated with an agency**
  Human service agencies like the YMCA, Chicago Commons, and Hull House, offer child care as one of many community-based services to families. The child care program fits into the agency's mission and the staff receive pay and benefits according to the agency's pay and benefits schedule. These programs are also eligible for federal Head Start and Early Childhood Block Grant funding, as well as private philanthropic support.

- **Faith-based programs**
  Early childhood programs associated with religious organizations represent 14% of center-based care in Illinois.[7] Most of these programs include a philosophy and instruction that is religion-based. Only those programs that have 501(c)(3) tax-exempt status are eligible to receive public funds and most private philanthropic support. Child care subsidies in the form of certificates are available to parents to pay tuition at any child care program, including those that are faith-based.

- **College- and university-affiliated programs**
  There are 114 college-affiliated child care programs in Illinois, comprising 2% of all center-based programs in the state.[8] Most colleges and universities offer child care as a service to students, faculty, and the community, as well as a classroom laboratory experience for undergraduate and graduate students. In addition to parent fees, these programs typically receive a subsidy from their sponsoring institution in the way of space and utilities.

- **Public school-sponsored programs**
  The Illinois State Board of Education (ISBE) funds a program for 3- to 5-year-olds who have been identified as at-risk for academic failure. Begun in the mid-1980s as a part-day program operated by local public school districts, the program has expanded and now offers some full-day, full-year programming through collaborations with Head Start and community-based child care centers. The program currently serves 55,000 children in Illinois at no cost to parents. A few school districts, such as the Chicago Public Schools also offer part-day or full-day programs for parents on a fee-for-service basis. Many of the high schools across the state also sponsor part- or full-day early childhood programs that serve as a lab for their child development students, child care for teen mothers, and as a service for employees of the district.

BEST COPY AVAILABLE

- **Head Start**
  In 1965, as part of the War of Poverty, Head Start began as an eight-week summer program designed to break the "cycle of poverty." It has become a community-based, primarily center-based program that provides comprehensive services to low-income children and families. Head Start programs represent 9% of all center-based programs in Illinois. Head Start is federally funded and regulated by the Administration for Children and Families in the Department of Health and Human Services. Recent expansion of Head Start has focused on full-day, full-year programming and, most recently, services for children ages birth to 3. Parent involvement is a strong component of Head Start and has led to the successful training and recruitment of parents as teaching and support staff. There are 46 Head Start grantees in Illinois and 146 agencies, many of them with multi-site programs, serving nearly 35,000 children birth to 5.[30] Approximately 75% of Head Start programs are administered by private/public nonprofit or for-profit agencies; 16% are part of community action agencies. The remaining programs are administered as part of government agencies or public or private school systems.

- **Military programs**
  The federal government provides child care for members of the military. There are seven military child care centers at three sites in Illinois. In all, these programs serve nearly 1,800 children and employ 256 center staff and 85 family child care providers. All of the centers are accredited by NAEYC, except one that has been open less than a year. In addition to accreditation, the programs maintain better adult-child ratios (1:5) and mandate a 15 credit-hour training course for teaching staff that must be completed within 18 months as a condition of hire. Despite the mobility of the armed forces, staff turnover at the military centers is low. Military families who use child care pay for it on a sliding scale and their costs are matched dollar for dollar by the government. Almost one-half of children who attend military child care centers are infants, compared to under 20% in the civilian population.[31]

- **Other government programs**
  Federal, state, and local government agencies also sponsor early childhood programs in Illinois. For example, the U.S. Government operates a center in the Federal Building in the heart of Chicago for federal employees; the State of Illinois sponsors child care centers in Springfield and Chicago for state employees; and numerous local park and recreation districts sponsor part- and full-day programs in different communities across the state.

BEST COPY AVAILABLE

Family Child Care and Group Homes. Family child care exists in urban, rural, and suburban settings across the state. Hours of operation depend on the needs of families in the community and caregiver preference. Family child care tends to be more flexible in accommodating parents' schedules than center-based care.

There are approximately 66,000 spaces available for children in the 7,975 licensed family child care homes and 274 licensed group family child care homes in Illinois.[34] The two types of programs differ by the number of children served. Family child care requires a license when serving three or more unrelated children. Group family child care always requires a license, typically serves between 8 and 16 children in a home setting, and requires the presence of an assistant.

As Head Start expands services to include birth to three-year-olds through the Early Head Start Program, 155 family child care providers are contracting for these services. These contracts typically require the caregiver to earn a Child Development Associate (CDA) credential or an associate's degree from a community college and work toward program accreditation. The caregiver, in return, has access to technical assistance, professional development opportunities, and other support from Head Start.

Regulatory Oversight

Of the 660,000 children in nonparental care in Illinois, one-half are in formal (regulated or licensed) settings and the other half are in informal (relative and/or unlicensed) settings. The following graph depicts the distribution of children in Illinois in formal and informal settings.

Figure 1. Number of Children in Formal and Informal Early Childhood Settings (N=660,00)

BEST COPY AVAILABLE

Formal Regulated Care. All formal early childhood programs in Illinois fall under the jurisdiction of one or more regulatory agencies: the Illinois Department of Children and Family Services (DCFS), the Illinois State Board of Education (ISBE), or Head Start. DCFS licenses early childhood programs as required by law. DCFS, IDHS, and Head Start have all established minimum qualifications for staff, adult-child ratios, and in-service training requirements. Some programs are subject to multiple regulatory standards. In addition, all programs are required by law to meet state and local fire and health codes.

REGULATORY OVERSIGHT FOR EARLY CHILDHOOD PROGRAMS IN ILLINOIS

- **Illinois Department of Children and Family Services**
  The Child Care Act of 1969 established the Illinois Department of Children and Family Services (DCFS) as the state agency responsible for child welfare and the regulation of child care programs in centers, family child care homes, and group family child care homes. The Child Care Act also defines those programs that are legally license-exempt. DCFS regulations include minimum qualifications for center staff, including directors, teachers, assistant teachers, aides, school-age workers, and volunteers, as well as family child care providers and their assistants. In addition to staff, DCFS regulates health and safety, program policies, curriculum, equipment, space, adult-child ratios, and in-service requirements.

- **Illinois State Board of Education**
  The Illinois State Board of Education (ISBE) establishes staff qualifications for teachers, aides, and administrators in state-funded Pre-K programs, as well as learning standards and expected outcomes for children. ISBE introduced the Type 04 Early Childhood Certification in 1985 and requires all new public school Pre-K teachers to hold this certification. ISBE programs must also comply with local and state health and safety codes.

- **Head Start**
  Head Start centers are operated by grantees, or in cases where the grantee subcontracts with a separate organization, by delegate agencies. The Head Start Program Performance Standards are the mandatory regulations which grantees and delegate agencies must implement in order to operate a Head Start program. The Standards define the services that must be provided by Head Start programs.

As described in more detail in the next chapter, the minimum qualifications for staff established within this multi-regulated system contrast sharply. This situation clouds the picture of the Illinois workforce because it directly impacts the compensation and professional status of early childhood workers in each sector.

BEST COPY AVAILABLE

While center-based programs technically fall under the umbrella of formal regulated care, some programs are legally license-exempt. License-exempt centers include those associated with a public or private school, those that serve children whose parents are on-site, and those that operate fewer than 10 hours a week. License-exempt centers, however, may not care for children under the age of 3. There is currently no system in Illinois that monitors legally license-exempt programs for compliance with basic health and safety standards or past violations of child abuse and neglect. These programs are, however, required by law to meet state and local fire and health codes.

Informal, Relative, and Unlicensed Care. One-half of children under the age of 5 who are cared for by someone other than a parent (approximately 330,000 children), are in care with relatives or in unlicensed family child care settings.[16] Relative care is unregulated as long as the caregiver only serves related children. In these settings there are no regulations for health and safety or provider qualifications. Unlicensed care includes family child care homes that are legally license-exempt by DCFS licensing standards, as well as some family child care homes that are operating illegally. In Illinois, family child care homes that serve more than three unrelated children are required to be licensed by DCFS.

More than 53% of preschool-aged children from low-income families that receive a child care subsidy from IDHS are in informal, unlicensed family child care or relative care.[17] Data are not available on whether or not subsidized families choose kith and kin arrangements by choice or if they leave their children in unregulated settings because of the unavailability of licensed center-based or licensed family child care during their hours of work. We do know, however, that many low-income parents work variable hours making it difficult for them to use center-based programs, and some licensed family child care, with fixed schedules.[17]

More than one-half of children from low-income families receiving an IDHS child care subsidy are in informal and unlicensed settings where there are no required staff qualifications or minimum health and safety standards.

Infants and toddlers make up the largest age group of children in informal unlicensed settings. Fully 70% of all infants and toddlers in nonparental care are in unlicensed settings.[18] This is because many parents prefer to leave their infants with a relative or a trusted friend. The decision may also be due to the fact that there are a limited number of formal settings available for infants and toddlers. In Illinois, there are only 40,600 regulated spaces for potentially 132,000 young children whose parents work outside the home and might choose regulated infant/toddler care, if it were available.[19] The demand far exceeds the supply.

BEST COPY AVAILABLE

Voluntary Program Accreditation. Approximately 8% of early childhood programs in Illinois (a total of 404 of the 4,779 licensed and legally license-exempt centers) have achieved NAEYC accreditation by voluntarily meeting the standards for high-quality programming established by the profession.[40] These standards relate to staff qualifications, adult-child ratios, adult-child interactions, curriculum, center environment, health, and safety. Ten additional programs have been awarded accreditation by the National Child Care Association (NCCA) and 8 programs have been awarded accreditation by the National School-Age Care Alliance (NSACA). Another 17 programs have been accredited by the American Montessori Society (AMS).

Fewer than 10% of child care programs in Illinois have achieved center accreditation by voluntarily meeting the standards for high-quality programming established by the profession.

In total, 39,200 of the 330,000 children in school-, center-, and family-based programs in Illinois attend a program that meets the accreditation standards established by the profession for high-quality programming. This is in contrast to other states where accreditation is required to qualify for state funding. For example, Connecticut has mandated that all programs receiving school readiness funding must achieve accreditation within their third year of funding. In Massachusetts 32% of the states' early childhood centers are accredited by NAEYC.

A number of United Ways require early childhood programs to be accredited to obtain or maintain funding. A few grantmaking foundations also require grantees' participation in accreditation facilitation programs. Two of the national child care corporations, Bright Horizons Family Solutions and Children's World, have made a strategic effort to get all of their Illinois programs accredited.

Of the almost 8,000 licensed family child care programs in the state, 73 have achieved accreditation by the National Association for Family Child Care (NAFCC).[41] These homes have achieved professional standards of excellence in adult-child interactions, environment, programming, parent involvement, and management practices.

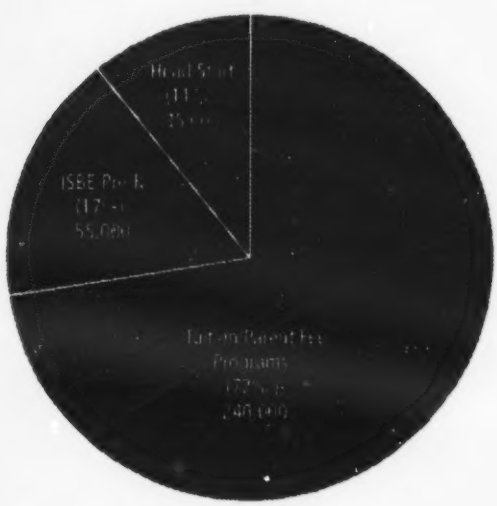
Undoubtedly, there are many programs of high quality that have not pursued or been granted accreditation. Perhaps this is because the accreditation self-study process is complex and time-consuming. Several initiatives have been launched to support programs in their pursuit of accreditation. These include: the Chicago Accreditation Partnership, a $16 million, 5-year initiative with a goal to accredit 400 programs in Chicago; the Illinois AEYC State Accreditation Mentoring System (SAMS) project that supports both family child care and center accreditation; and INCCRRA's support of NAFCC accreditation for family child care through its Training of Trainers program.

BEST COPY AVAILABLE

Funding

There are three primary ways that early care and education is financed in Illinois. Head Start programs are funded with federal monies and the state Pre-K program is funded by state tax dollars through the Illinois State Board of Education (ISBE). Together, these federal and state-funded programs serve about 28% of children in formal group care.[42] The remaining 72% of children in formal care are financed by tuition/parent fees and/or subsidies paid by IDHS on behalf of low-income parents, corporate sponsors, or other entities. These percentages are not precise because some children are served by more than one funding source. Understanding how early childhood education is financed in Illinois is crucial since it directly impacts workforce compensation and retention rates.

Figure 2. Number of Children in Formal Early Childhood Settings by Funding Source (N=330,00)



* Includes 50,000 low income children receiving IDHS child care subsidies and 66,000 children in licensed family child care homes

Head Start receives the largest slice of federal funding in Illinois. Funding for this program is currently in excess of $207 million, with an average annual per child cost ranging from $5,500 to $7,200, depending on the age of the child served, length of the program day, and number of program days per year. Head Start has traditionally been a part-day, part-year program, but in recent years has expanded to include full-day options year-round.[43]

Programs receiving Head Start funds are required to provide a 25% match in funding. In an effort to provide full-day, full-year services to low-income families, Head Start is encouraging collaborations with community-based child care programs and ISBE Pre-K programs. These collaborations have resulted in children being cared for in programs that have blended funding streams and have met the requirements and performance standards of all regulatory agencies. They offer more flexibility in program options for parents, more comprehensive services for children, fiscal savings, and better staffing and program stability.[44]

State funding for all Early Childhood Block Grant programs for FY01, including the ISBE Pre-K program, totaled almost $180 million, with an average annual per-child allocation of $3,265, with most children attending a 3-hour session for 180 days. Local school districts that receive ISBE grants also help fund the program. Therefore, the per-child costs vary widely across the state based on the local contribution, length of day, and number of days children attend. State support for this program has grown steadily since it was introduced in the mid-1980s.

Programs such as Head Start or the ISBE Pre-K program are funded by taxpayer dollars. The 72% of funding for other private and public programs comes predominantly from parent fees and IDHS child care subsidies for low-income children. The average per-child tuition fee in Illinois is about $5,200 per year for a full-day, full-year program.[45] The average per-child subsidy paid on behalf of parents by the Illinois Department of Human Services (IDHS) is $3,046.[46] Subsidized children typically attend full-day, full-year programs (8 or more hours per day, 50 weeks per year).

Other sources of funding for early childhood programs include business and corporate subsidies, grants from philanthropic organizations, fundraising, and USDA food subsidies. Mini-grants from local child care resource and referral agencies are also available to support quality enhancement initiatives and professional development.

By the end of FY01, the families of more than 212,000 children will have received an IDHS child care subsidy, a combination of nearly $664 million federal and state tax dollars, to help pay for child care.[47] Even so, most experts agree that the current system is woefully underfunded, relying too heavily on parent fees. The industry is labor-intensive and therefore expensive. In Illinois, the gap between what parents pay in tuition and the true cost of high-quality care is about $9,800 per year for full-time child care.[48]

The gap between what parents pay in tuition and the true cost of full-time high-quality care is about $9,800 per year.

BEST COPY AVAILABLE

THE ILLINOIS EARLY CHILDHOOD WORKFORCE

There are approximately 5,000 licensed and license-exempt early childhood centers in Illinois employing a total of 50,000 to 60,000 teaching, administrative, and support staff. In addition, there are approximately 8,000 licensed family child care providers in Illinois.[45] This chapter describes the early childhood workforce in Illinois with respect to overall demographics, roles, qualifications, compensation, and turnover.[46] It does not, however, include caregivers in unlicensed family child care homes or caregivers who are relatives as they are outside the traditional definition of the early childhood profession.

The Demographics of the Workforce

The early childhood workforce is predominantly young and female. About 40% of teachers are younger than 30 years of age and 35% of administrators are younger than 40 years of age. Ninety-eight percent of the teaching staff and 96% of the administrative staff are female.

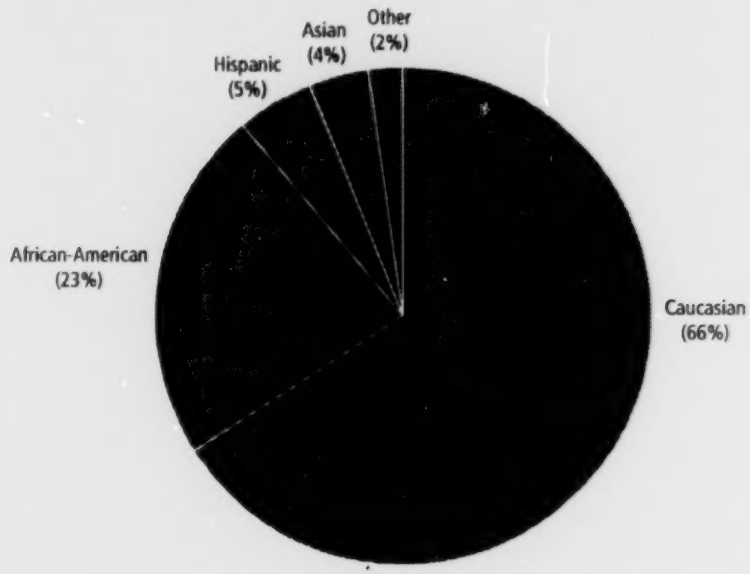
Years of experience in the field vary by role, with assistant teachers averaging 6 years, teachers 9 years, and directors 13 years of experience. As will be discussed in the turnover section later in this chapter, these numbers are misleading unless viewed within the context of turnover for the entire field. There is a small segment of the workforce that is stable and highly experienced and a large segment of the workforce that consists of newly hired staff.

Family child care providers in the state are also relatively experienced. More than a third of providers have been in the field for 10 or more years and another 40% have been working in family child care for 3 to 10 years.

While the teaching staff in center-based programs is somewhat racially and ethnically diverse (40% of teacher assistants and 29% of teachers are African-American, Asian, or Hispanic), only one-fifth of the administrative staff in Illinois programs is of African-American, Asian, or Hispanic heritage. The early childhood workforce more closely reflects the children and families they serve than the teaching and administrative staff in elementary and secondary schools. Data are not available about the racial and ethnic background of family child care providers in Illinois.

BEST COPY AVAILABLE

Figure 3. Racial Diversity of Early Childhood Teachers in Center-Based Programs



Workforce Perceptions About the Field

Earlier in the discussion of the national context, the issue of terminology was raised. In Illinois, the same confusion exists, even among practitioners themselves. The *What's in a Name?* statewide survey completed for this report documented mixed preferences regarding the terminology used to describe the field and specific program types.

While 77% of practitioners favor the term *early childhood education* to describe the field, and 60% prefer the term *preschool* to refer to a part-day program, there is less consistency about what to call a full-day program in a center or school. One-half of practitioners prefer the terms *preschool* or *prekindergarten* for this program type, while the other half prefer the terms *child care* or *day care*. This split in preferences is indicative of the polarization that still exists between the "care" and "education" aspects of professional practice.

Three-fourths of practitioners favor the term early childhood education to describe the field.

BEST COPY AVAILABLE

Table 1.
Early Childhood Practitioners' Preferences for Terminology Used to Describe the Field and Different Types of Programs

QUESTION	PREFERRED DESCRIPTOR (percentage of respondents selecting each descriptor)*
When the public or media refer to the **field,** what term would you like them to use?	**77% early childhood education;** 11% early care and education; 6% child care; 6% other.
When the public or media refer to a **part-day program in a center or school,** what term would you like them to use?	**60% preschool;** 13% prekindergarten; 13% day care; 14% other.
When the public or media refer to a **full-day program in a center or school,** what term would you like them to use?	**32% preschool;** 28% child care; 17% day care; 16% prekindergarten; 7% other.
When the public or media refer to a **full-day program in a home,** what term would you like them to use?	**52% family child care;** 19% family day care; 14% child care; 15% other.

* N = 1,084

"Is this a day care or a preschool?" Jackie Smizer, the director of the Community Mennonite Early Learning Center in Markham answers this question nearly every day in response to parents calling about the availability of child care. Jackie's program is NAEYC-accredited and provides full-day, early childhood education for 186 children, six weeks through five years of age. All of the children enrolled in Jackie's program receive a state subsidy for child care based on the low-income status of their parents. While the parents rely on Community Mennonite to care for their young children during their work hours, the children also need Community Mennonite to provide the appropriate balance of stimulating and nurturing experiences that promote optimal learning and child development. "Well-trained teachers who consistently interact with the children with warmth and encouragement are the key, whether the children attend a half-day or full-day program," Jackie tells the anxious callers. Jackie describes her center as a full-day preschool, meaning that the program is open 11 hours a day and provides the early learning that best prepares young children for later success in school.

BEST COPY AVAILABLE

Roles

In addition to the traditional teaching and administrative roles associated with early childhood education, a number of new roles and titles have emerged over the past decade as the field has grown. Support roles within programs include lead or mentor teachers, curriculum coordinators, family service coordinators, network coordinators, home visitors, volunteers, and administrative assistants. External support roles include consultants, professional growth advisors, faculty advisors, child care resource and referral counselors, training and professional development coordinators, T.E.A.C.H. and Great START counselors, food program representatives, licensing representatives, nurse consultants, and early intervention specialists. While these support roles are not the focus of this report, they do provide a basis for an early childhood career lattice for Illinois.

The issue of role nomenclature has long plagued the field of early childhood education. Caregiver, aide, assistant teacher, associate teacher, teacher, lead teacher, head teacher, master teacher, curriculum coordinator, assistant director, director, and administrator are just some of the many terms used to describe the various roles in early childhood settings. Individuals with similar responsibilities have different titles depending on the auspices and funding of their program.

Individuals with similar responsibilities have different job titles depending on the sponsorship of their program.

In the *What's in a Name* survey of 1,084 practitioners conducted for this report, 79% of respondents expressed a desire for greater consistency in role titles across different early childhood settings. As Table 2 summarizes, practitioners expressed a strong consensus in their preferred titles for certain positions, but less agreement for other titles.

The terms *assistant teacher, teacher, assistant director,* and *director* appear to be favorite choices of titles for these positions. Respondents were less in agreement about their preferred term for the individual on staff who coordinates the curriculum and mentors those directly responsible for the care and education of children. In practice, the terms *education coordinator, lead teacher,* and *head teacher* are used frequently as the role descriptor for this position. The lack of consensus about this role probably reflects the fact that many programs, particularly large ones, differentiate aspects of this position. A center may employ an education coordinator who focuses on curriculum and staff development issues, as well as one or more lead teachers whose primary responsibility it is to mentor and support less experienced teachers.

BEST COPY AVAILABLE

Table 2.
Early Childhood Workforce Preferences for Role Titles

SCOPE OF RESPONSIBILITY	PREFERRED ROLE TITLE (percentage of respondents selecting role title)*
Works under the direct supervision of another teacher in the care and education of a group of children.	**69% assistant teacher;** 11% aide; 10% support teacher; 10% other.
Has direct responsibility for the care and education of a group of children.	**93% teacher;** 4% caregiver; 4% other.
Coordinates the curriculum and mentors those directly responsible for the care and education of children.	**49% education coordinator;** 16% head teacher; 17% lead teacher; 7% master teacher; 4% mentor teacher; 4% other.
Assists with the administration of the program and management of a center.	**71% assistant director;** 14% assistant administrator; 8% associate director; 4% assistant manager; 2% other.
Provides leadership and oversees the administration and management of a center.	**60% director;** 17% center director; 11% administrator; 7% site director; 4% manager.
Manages a home-based program and provides care and education for a group of children.	**51% family child care provider;** 35% home day care provider; 6% teacher; 5% caregiver; 3% other.

* N = 1,084

Respondents were also less in agreement about the preferred role title for individuals who manage home-based programs and provide care and education for a group of children. The term *family child care provider* was the preferred choice for one-half the respondents and *home day care provider* the preferred choice of one-third of the respondents. In general, practitioners do not favor the term *caregiver* as a descriptor for any of the positions, yet that term is used consistently by the public and media when referring to the early childhood workforce.

Practitioners do not favor the term caregiver as a role descriptor, yet it is the term used consistently by the public when referring to the early childhood workforce.

BEST COPY AVAILABLE

Qualifications

The issue of job titles is important as it relates to job equity considerations. In Illinois, two individuals with the same job title and responsibilities may have vastly different requisite qualifications depending on the regulatory oversight of the program. Variations in qualifications make it difficult for others to view early childhood education as a profession with defined preservice requirements and an identifiable career lattice. In the *What's in a Name?* survey, 83% of respondents felt it was important that there be consistency in qualifications for similar roles in different settings.

Individuals with the same job title and responsibilities may have vastly different requisite qualifications depending on the regulatory oversight of their program.

Teaching Staff. The following table describes the contrasting requisite qualifications for assistant teachers and teachers of DCFS-licensed programs and ISBE Pre-K programs.

Table 3.
Requisite Qualifications for Teachers in DCFS-Licensed and ISBE Pre-K Programs

ROLE	DCFS-LICENSED CENTER-BASED PROGRAMS	ISBE PRE-K PROGRAMS
Assistant Teacher or Aide	High school diploma or GED.	30 s.h. of college coursework
Teacher	60 s.h. college credit including 6 s.h. specialized coursework in child development; OR 1 year child development experience and 30 s.h. college credit including 6 s.h. coursework in child development; OR credential approved by DCFS Licensing Standards.	Bachelor's degree with 32 s.h. of specialized coursework in early childhood education, successful completion of basic skills and early childhood subject tests, 100 hours of observation in early childhood settings, supervised student teaching experience, and a Type 04 teaching certificate.

In Illinois, 17% of children in formal regulated early childhood settings are in ISBE Pre-K programs where the 1,480 teachers working in these programs are required to have bachelor's degrees and hold early childhood teaching certification.[60] When it was implemented in 1985, the goal of the Pre-K program was to attract the best qualified teachers as possible. Early childhood certification was developed, legislated on a phase-in timeframe, and heralded as an important step in professionalizing the Illinois early childhood

BEST COPY AVAILABLE

workforce because it recognized the importance of the specialized knowledge base and skill needed to work with preschool-aged children. All Pre-K teachers were required to hold the certificate by 1998. Teachers seeking the Type 04 certification must meet the Illinois Professional Teaching Standards. These standards are consistent with national guidelines for early childhood professionals as promoted by the National Association for the Education of Young Children (NAEYC) and the Association of Teacher Educators (ATE).[51]

The 1,300 teachers employed by Head Start programs in Illinois currently must meet DCFS licensing standards for teacher qualifications – two years of college including 6 s.h. of early childhood coursework.[52] The 1998 Head Start Reauthorization Act included a mandate for improved professional standards. By September 2003, at least one-half of Head Start teachers must have an associate's, bachelor's, advanced degree, or a teaching credential in early childhood.

The remaining children who attend regulated center-based settings have teachers who must meet DCFS licensing standards for teacher qualifications. Teachers in these settings are not even required to pass a basic skills test before assuming their positions. It is evident that in regulated settings, Illinois has promulgated a tiered system of requirements for individuals working with preschool-aged children.

Less than one-fifth of preschool-aged children in formal care are in settings where teachers are required to have a bachelor's degree and a teaching credential.

While the requisite standards are quite low for DCFS-funded programs when compared to ISBE requirements, the reality in Illinois is that most early childhood practitioners exceed the DCFS minimum mandated education requirements. Of the 251 assistant teachers responding to the *What's in a Name?* statewide survey, 14% held bachelor's degrees; of the 534 respondents who were teachers, 37% held a bachelor's degree or higher, although many of these degrees were not in early childhood.

NAEYC accreditation standards recommend that teachers of preschool-aged children have a minimum of a bachelor's degree in child development or early childhood education.[53] A recent report published by the National Research Council, *Eager to Learn: Educating our Preschoolers*, provides more specific recommendations for a highly trained workforce. It recommends that one teacher for each group of children should have a bachelor's degree with specialized training related to early childhood. Further recommendations include teacher preparation programs with a strong foundation in child development, effective teaching strategies, subject-matter content appropriate to preschool children, assessment procedures, and a supervised internship with children in a preschool setting.[54]

BEST COPY AVAILABLE

It is interesting to note that practitioners working in DCFS-licensed programs do not appear to embrace these same high standards for the field. As the following table summarizes, not even one-third of current practitioners feel that a bachelor's degree should be a prerequisite for teaching in a preschool program. This response is understandable when considered in the context of the current staffing shortage in which it is difficult to find teachers who possess the current minimum qualifications. Practitioners feel that more stringent educational requirements would impose an untenable hardship on the field unless the compensation issue is first resolved.[56]

Table 4.
Early Childhood Workforce Preferences for Requisite Qualifications

SCOPE OF RESPONSIBILITY	RECOMMENDED MINIMUM QUALIFICATIONS (Percentage of respondents indicating each level)*
Works under the direct supervision of another teacher in the care and education of a group of children	**49% high school diploma;** 22% CDA; 26% AA; 2% BA; 9% other
Has direct responsibility for the care and education of a group of children	28% CDA; **44% AA;** 30% BA
Coordinates the curriculum and mentors those directly responsible for the care and education of children	35% AA; **52% BA;** 13% MA
Assists with the administration of the program and management of a center	33% AA; **59% BA;** 8% MA
Provides leadership and oversees the administration and management of a center	14% AA; **49% BA;** 37% MA
Manages a home-based program and provides care and education for a group of children	**76% high school diploma;** 22% CDA; 2% AA

* N = 1,084

While the limited number of teachers working in the field without a strong early childhood background is of grave concern, a greater concern is the near nonexistence of teachers with expertise in infant/toddler studies or school-age programming. The need for specialized training in infant/toddler and school-age areas has become more intense as greater numbers of families seek care for children in these age groups.[57]

Administrative Staff. DCFS licensing requirements do not mandate even a single course in the administration of early childhood programs before assuming the position of center director.[57] This contrasts sharply with requirements for principals in elementary schools who must have a minimum of a master's degree and a Type 75 administrative certificate.[58]

BEST COPY AVAILABLE

The comparison between directors and principals is appropriate given the scope of responsibility for each role. Both administrators oversee facility management, curriculum design and implementation, staffing and human resource allocation, and fiscal matters relating to their programs. Indeed, many would argue that the complexity of the typical director's role is even greater than that of the school principal given the multiple funding streams that many center directors must juggle and the additional demands placed on them in the area of fundraising and grantwriting. Despite mounting evidence in the research literature about the critical role of early childhood directors in determining program quality, requirements for directors in DCFS-licensed programs are not specified or regulated in the same manner as professional entry into ISBE administrative roles.[48]

Meet Judie Lehmen, Principal of Betsy Ross Elementary School in Prospect Heights, enrollment 343 children. Judie has served in this position for 19 years and supervises approximately 50 full- and part-time teaching and support staff. She is responsible for staff development, supervision, evaluation, instructional leadership, and curriculum design. Her budgetary responsibilities are limited to the purchase of textbooks, instructional materials, and capital outlay. Judie has a master's degree and a General Administrative Endorsement from the state.

Meet Celeste Caldwell, Director of McGaw YMCA Child Care, in Evanston. Celeste operates a program serving 500 infant, toddler, preschool, and school-age children. She manages a budget that exceeds $2 million and supervises approximately 100 full- and part-time teaching and support staff. Celeste oversees curriculum planning, staff development, supervision, grantwriting, fundraising, and board development. Celeste has a bachelor's degree and 5 years of experience managing Head Start and community child care programs.

Judie and Celeste are both school administrators. Both regularly put in a 50- to 60-hour work week. The scope of their job responsibilities is similar, yet the qualifications mandated for their positions, the level of training they had prior to assuming their current positions, and the professional status and salaries they enjoy as school administrators are worlds apart.

In Illinois, principals are required to hold a Type 75 General Administrative Endorsement that includes graduate-level coursework in school administration, clinical experience, teaching experience, and a certification examination. Center directors, on the other hand, are only required to be 21 years of age and have two years of college and 18 s.h. of child development coursework. The average Illinois principal's salary in 2000 was $77,529 based on a 10-month contract, compared to early childhood directors whose average salary in 2000 was $35,266 based on a 12-month contract.

BEST COPY AVAILABLE

Table 5.
Requisite Qualifications for Directors of DCFS-Licensed Programs and Elementary School Principals

ROLE	DCFS-LICENSED CENTER-BASED PROGRAMS	ELEMENTARY SCHOOL PRINCIPALS
Administrator	21 years of age, two years of college, including 18 s.h. of specialized coursework in child development; OR a credential, 12 s.h. of coursework in child development, and two years experience in an early childhood setting.	Master's degree in Education and a Type 75 General Administrative Endorsement including graduate-level coursework in school administration, clinical experience, teaching experience, and certification examination.

The 1997 *Illinois Directors' Study* confirmed that few Illinois center directors have had training in program administration, staff management, fiscal and legal issues, organizational change, or group dynamics prior to assuming their administrative roles.[60] In another study of 990 directors in Illinois, 38% had not had a single course relating to the management of educational programs in preparation for their job. Three-fourths of directors indicate they were not prepared for the kinds of issues they encountered when they first became directors.[61]

Although a college degree is not required in order to be a center director in Illinois, approximately 72% of directors in DCFS-licensed centers have a four-year degree and 25% of directors in Illinois hold a master's degree. Many of these degrees, however, are in elementary education or disciplines other than early childhood education.

Director qualifications are directly related to program quality. In a study of 103 Illinois directors of for-profit and nonprofit early childhood programs, the director's level of formal education was found to be the strongest predictor of program quality. Specialized training in early childhood education and program administration also showed significant associations with program quality. Years of experience administering an early childhood center did not surface as a strong predictor of quality.[62]

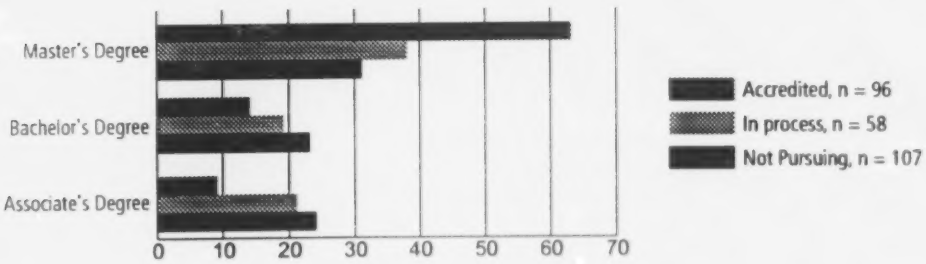
Center directors are not required by DCFS licensing standards to have a single course in the administration of early childhood programs before assuming their positions.

BEST COPY AVAILABLE

Even a one-year training program for early childhood directors has been found to boost directors' confidence and positively impact program quality. Greater gains result from a two-year management training program.[63] In a recent study of accredited and nonaccredited early childhood programs in Illinois, results showed that a greater percentage of directors of accredited programs held advanced degrees. Figure 4 summarizes these data. There appears to be a strong association between directors' general and specialized level of education and their decision to pursue and achieve accreditation for their programs.[64]

75% of directors say they were not prepared for the kinds of issues they encountered when they first became directors.

Figure 4. Education Level of Directors in Accredited and Nonaccredited Programs



In an effort to boost the overall qualifications and professional competence of early childhood administrators, Illinois has recently implemented a voluntary director credential. The Illinois Director Credential (IDC), administered through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), includes three levels of director competence relating to general and specialized coursework in early childhood education and program management, experience, and professional contributions. At the highest level, Level III, individuals provide evidence of having achieved a master's degree, 30 semester hours of early childhood/school-age coursework, 21 semester hours of management coursework, 5 years of administrative experience, and 6 professional contributions to the field. Presently, 19 individuals have obtained the Illinois Director Credential. While the IDC is voluntary, it has the potential to professionalize the early childhood field in Illinois by serving as the initial framework for a career lattice embracing all teaching and support roles in early childhood programs.[65]

BEST COPY AVAILABLE

Family Child Care Providers. Although they work longer hours and have responsibilities that include teaching, management, marketing, and family relations, there are no formal educational requirements for family child care providers in Illinois. To provide care for three or more unrelated children in a home setting, individuals must be 18 years of age and pass a criminal background check and a child abuse and neglect check. There is a new rule in effect that requires all licensed family child care providers to complete 15 clock hours of in-service training annually.[66]

There are no formal educational prerequisites for family child care providers in Illinois.

Illinois distinguishes between small family child care homes (3 to 8 children) and group family child care homes serving larger groups (3 to 16 children). These providers typically supervise one or more assistants. To qualify as a provider in a group family child care home, an individual must be 21 years of age, have completed one year of college with 6 semester hours of coursework in early childhood or child development, and pass a criminal background check.[67]

Compensation

Compensation includes both wages and benefits. In Illinois, compensation levels for early childhood practitioners are more strongly influenced by the funding source of the program than any other variable. ISBE state-funded Pre-K programs and federally funded Head Start programs are able to pay their teachers, administrators, and support staff better wages and provide better benefits than programs funded exclusively by parent fees and/or IDHS child care subsidies.

Teaching Staff. Figure 5 summarizes average hourly wages for assistant teachers and teachers working in different types of early childhood programs in Illinois. A teacher with several years of experience and two years of college working in a community-based program funded predominantly by parent fees makes $9.76 per hour or $20,300 a year. A teacher working in a program serving predominantly low-income parents and receiving IDHS child care subsidy payments earns even less, $8.21 per hour or $17, 077 per year, less than a postal service clerk with a high school diploma who earns on average $17.72 per hour or $36,855 per year and receives generous benefits.

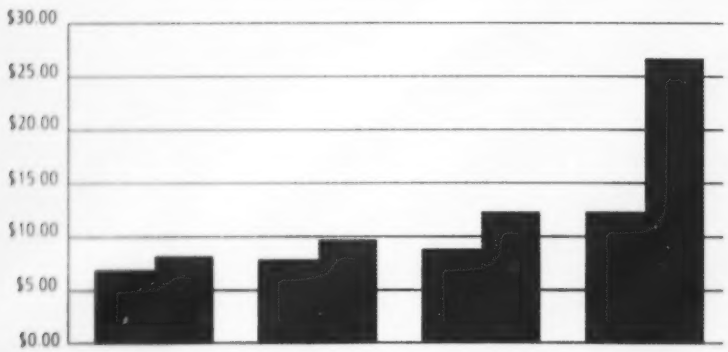
BEST COPY AVAILABLE

The plight for assistant teachers is even more striking. An assistant teacher, required to have a high school diploma, working in a program funded predominantly by parent fees makes $7.79 per hour or $16,203 per year. Assistant teachers working in programs funded primarily by IDHS child care subsidies earn even less ($6.80 per hour). In contrast, the starting salary for a toll booth attendant is $12.05 per hour ($25,064 per year).

Compensation levels for early childhood practitioners are more strongly influenced by the program's funding source than any other variable.

As is evident in these data, hourly wages directly relate to the funding source of the program. Those centers receiving federal or state funding are able to pay teachers considerably more than those relying on parent fees. Head Start teachers average $12.32 per hour or $25,626 annualized. Teachers working in ISBE state-funded Pre-K programs receive substantially greater compensation ($26.72 per hour) than teachers working in other types of early childhood programs.

Figure 5. Average Hourly Wage for Early Childhood Teaching Staff by Funding Source*



	DCFS-LICENSED PROGRAMS			
	IDHS-Subsidized Parent Fee	Tuition/Parent Fee	Head Start	ISBE Pre-K
Assistant Teacher	$6.80	$7.79	$8.78	$12.20
Teacher	$8.21	$9.76	$12.32	$26.72

* Sources providing 50% or more funding to a program

BEST COPY AVAILABLE

As was previously noted, ISBE Pre-K teachers tend to have higher qualifications (over 35% have master's degrees) so their hourly wage reflects these higher levels of education. Teachers working for public schools also have the benefit of collective bargaining in labor contact negotiations by virtue of their union representation. Private programs that subcontract with local school districts to provide Pre-K services cannot offer competitive salaries. Private nonprofit programs employing a classroom teacher with a bachelor's degree and a teaching certificate pay on average 47% less than what a teacher is paid in an ISBE Pre-K program housed in a school district classroom.

Teachers working in ISBE state-funded Pre-K programs receive substantially higher compensation than teachers working in other types of early childhood programs.

Marsha Ettema is the director of Reba Place Day Nursery in Evanston. In October 2000, Marsha made the difficult decision to withdraw her community-based program from a contract with the local school district to provide state-funded prekindergarten services at her center. She was forced to make this decision because she was unable to hire a teacher with the requisite teaching credential, a Type 04 certificate. Reba Place is a NAEYC-accredited and well-respected program in the Evanston community. So why couldn't she hire a qualified teacher? Marsha was not able to hire a qualified teacher for one simple reason – the wide discrepancy in salary and benefits that she could offer compared to what a prospective teacher could get working in a prekindergarten program housed in a public school setting.

In the Evanston public schools, a beginning Pre-K teacher with a bachelor's degree and a Type 04 early childhood certificate will earn $3,492 per month (or $33,180 on a 9½-month contract). The same teacher, hired to do the same work in a community-based program, will command around $2,500 per month (or $30,000 on a 12-month contract). In other words, a beginning Pre-K teacher earns nearly 40% more for performing the same job in a public school setting rather than a community-based setting. This wage disparity increases to nearly 50% for experienced teachers with comparable credentials. Marsha asks the obvious question: "Why would a qualified prekindergarten teacher choose to work at Reba Place Day Nursery? She would have to have a missionary spirit or be extremely committed to the center."

In the Pre-K survey of 557 Pre-K teachers conducted for this report, 80% of those teachers who had interviewed in the private sector indicated that salary was the deciding factor in their choice to work in a state-funded Pre-K program sponsored by a public school. Figure 6 on page 38 shows the average earnings in 2000 for teachers with similar educational qualifications by program type. It also compares early childhood teachers with a bachelor's degree to other workers in the Illinois labor force holding a bachelor's degree.

BEST COPY AVAILABLE

It is evident from these data why it is so difficult for DCFS-licensed programs funded by parent tuition and/or IDHS child care subsidies to attract and retain degreed teachers. Most bright college graduates seek employment in fields with better salaries, more attractive benefits, greater status, and more job security. If they are deeply committed to working in early childhood education, they seek employment in programs that pay better salaries and offer better benefits. In most communities this is the ISBE state-funded Pre-K program housed in a public school.

Private nonprofit programs pay on average 47% less than what a teacher is paid with similar credentials in an ISBE Pre-K program housed in a school district classroom.

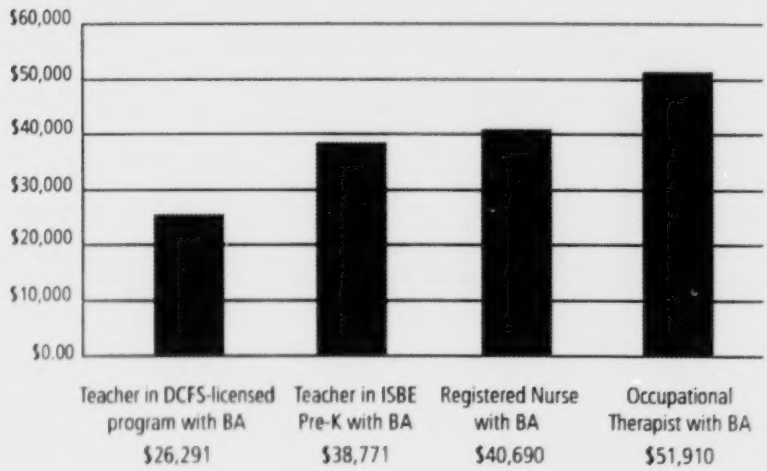
It is fair to say that Meg Krulee has devoted her life to working with young children. After working 11 years in a variety of community-based child care programs, Meg left the Carole Robertson Center for Learning in July of 2000. In September, she began her current position as a primary grade teacher at Willard School. Meg is a classic example of the early childhood professional who can't afford to stay at the job she loves.

Meg has worked with infants, toddlers, and preschoolers over the years while she went to school to further her education in early childhood. As a single mother, achieving her professional goals was not a quick or easy process. While working as a teacher, Meg first earned a bachelor's degree, then a Type 04 early childhood teaching certification, and finally a master's degree in child development. For a couple of those years, she taught at-risk children eligible for the state-funded Pre-K program via a contract with the local school district. Meg has also worked as a developmental play specialist, as well as being part of a team that designed and implemented a model infant center at the Carole Robertson Center. Even now, she volunteers her expertise by serving on the governing board of a private, nonprofit child care program in her community.

Why did Meg leave this work with young children that she so clearly loves? "There are multiple reasons, but most of them have to do with my need to care for my daughter, both financially and emotionally," says Meg. "The potential for salary growth was clearly a key factor. I began to worry about how I would be able to send my daughter to college. The funding in child care is at the whim of the legislature, while in the public schools, the funding is reliable." Meg has found that the professional respect of working in the public schools is an added bonus. "When I worked at the Carole Robertson Center I was the same person: I had a master's degree and a Type 04 certification, but I didn't get the same kind of respect as I do as a teacher in the public school. The bottom line is that I want recognition as well as compensation."

BEST COPY AVAILABLE

Figure 6. A Comparison of Annual Salaries of Early Childhood Teachers with Workers in Other Occupations



The benefits teachers receive also contrast sharply depending on the funding source of the program. Almost all teachers employed by local school districts to work in ISBE Pre-K programs receive health coverage, dental coverage, and a retirement pension among other benefits. Less than one-half (48%) of full-time teachers working in programs funded by parent fees receive health coverage; only 28% receive dental coverage; and only 31% receive a retirement pension as part of their benefits package.

Less than one-half of full-time teachers working in programs funded primarily by parent fees receive health coverage and other benefits.

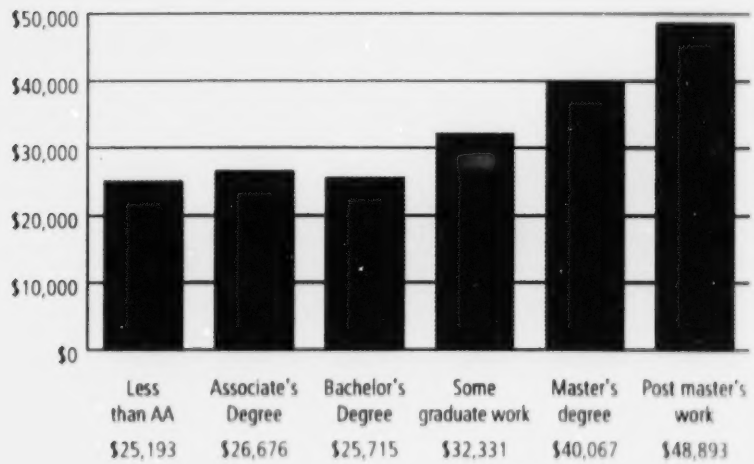
Within the private sector of DCFS-licensed programs, data comparing accredited and nonaccredited programs reveal that accredited programs tend to pay teachers slightly more than nonaccredited programs. For example, lead teachers in accredited programs make 10% more than those with similar positions and credentials in nonaccredited programs.

Lead teachers in accredited programs make 10% more than those with similar positions and credentials in nonaccredited programs.

BEST COPY AVAILABLE

Administrative Staff. The average director's salary in 2000 in DCFS-licensed centers was $35,266. Like teachers' salaries, directors' salaries reflect education levels. Those individuals with higher degrees or credentials are paid higher salaries and tend to have positions with greater responsibilities. The following graph summarizes data regarding directors' salaries by education level.

Figure 7. A Comparison of Early Childhood Directors' Salaries by Education Level

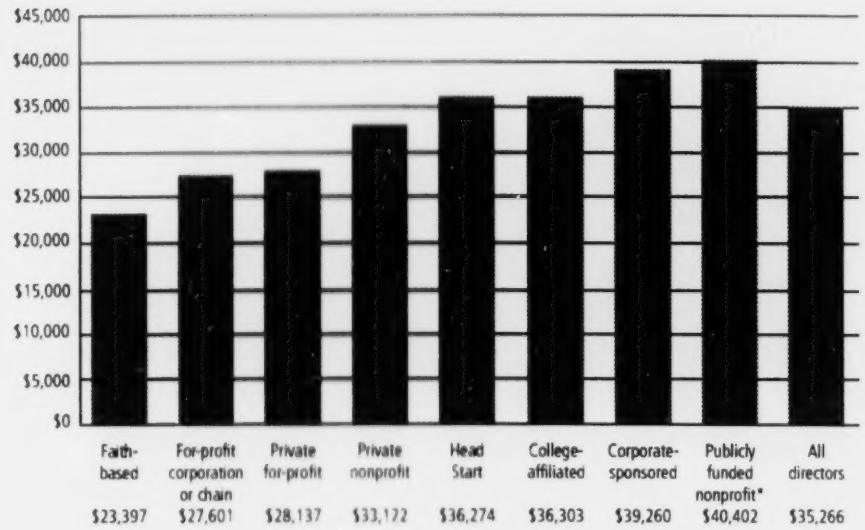


Directors' salaries are also strongly impacted by funding source. On average, directors who administer publicly funded programs, such as those run by municipal park districts or public schools, earn the highest salaries. Directors working for faith-based programs sponsored by a church or synagogue earn the lowest salaries. Figure 8 summarizes the salary data by program auspice.

Directors who administer publicly funded programs earn the highest salaries. Those working in faith-based programs earn the lowest salaries.

BEST COPY AVAILABLE

Figure 8. Early Childhood Directors' Salaries by Program Type



* Includes municipal park districts and public school-sponsored programs

With respect to benefits, directors tend to fare better than teachers. The vast majority of directors receive paid sick leave (90%), paid vacation time (96%), and paid holidays (100%). Only 68%, however, receive health coverage; and less than half receive dental coverage or a retirement pension.

Family Child Care Providers. Family child care providers report that they work an average of 52 hours per week and spend another 16 hours per week doing activities related to their child care business such as shopping and preparing food, curriculum planning, and maintaining records. Even with the long hours, almost one-fourth (23%) of providers have a gross annual income below the poverty level and more than one-half (57%) have a net income below the poverty level. Only 7% of family child care providers earn more than $23,000 annually. Family child care providers average $8.60 per hour or $17,500 per year. Assistants working in family child care homes earn an average of $6.32 per hour.

Family child care providers also suffer when it comes to health care, retirement, and other benefits. One-fifth of providers report that they have no health insurance and two-thirds do not have paid vacation days or retirement savings.

Turnover

In a 1995 position paper entitled *Personnel Issues: Workplaces Without Professionals, Professionals Without Workplaces*, author Tom Layman says, "Early care and education requires complex skills and long hours, but the pay is very low and the career track is a dead end. As a result, many competent and motivated workers leave the field to seek advancement elsewhere, or avoid the field entirely."[88] The scene as described in 1995 still exists today. Indeed, many child care advocates lament that the labor shortage issues have actually gotten worse because wages in the child care industry have not kept pace with inflation.[89]

Labor shortages have gotten worse because wages in the child care industry have not kept pace with inflation.

For more than 25 years, Jill Moore has been the director and sole proprietor of the Early Learning Center in Champaign. Lately, she has been sharing a bleak joke with her director colleagues. A man is walking down the road and meets three short men with beards, each carrying a shovel over his shoulder and singing "Hi Ho, Hi Ho." "Who are you?" asks the man. "We are the seven dwarfs," the three reply in unison. The man appears confused. "What's the matter, haven't you heard about the staffing crisis?" This joke is sure to get a response from anyone working in the field of early childhood education. But as Jill knows, only too well, the staffing crisis isn't a laughing matter.

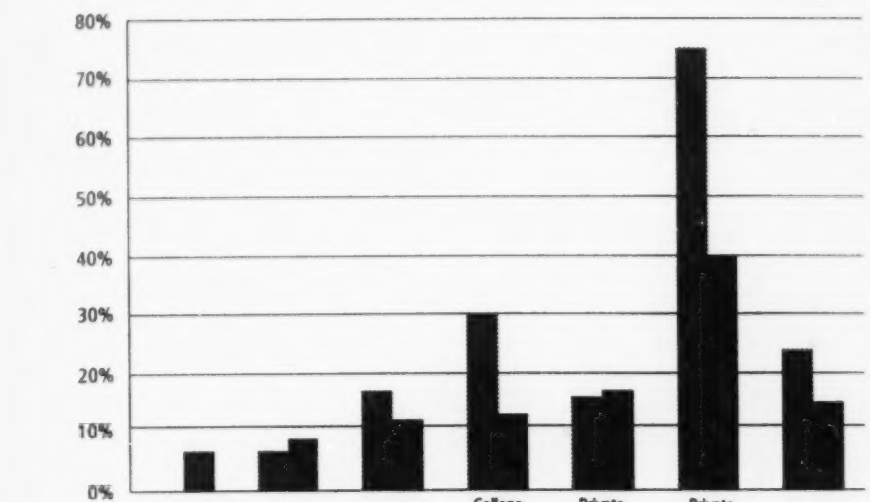
Until two years ago, Jill required a teacher in her program to have a minimum of an associate's degree in early childhood education. In fact, many of her teachers had a four-year degree. Today, the situation has changed drastically. "The teachers graduating from Parkland College with an associate's degree now open their own family child care businesses. As for hiring a teacher with a bachelor's degree in early childhood education. . . I might as well dream about winning the lottery!" Jill laments that the early childhood department of the University of Illinois at Urbana-Champaign no longer places student teachers in her community-based, early childhood program. Instead, student teachers are placed in prekindergarten classrooms within the public schools where they make their connections for subsequent employment.

BEST COPY AVAILABLE

Turnover rates for the early childhood workforce in Illinois vary by program type and position. ISBE state-funded Pre-K programs experience fairly low turnover annually among teachers (7%) compared to Head Start programs which have an annual teacher turnover rate of 12%. Overall, in Illinois, annual turnover rates average 24% for assistant teachers and 15% for teachers – better than the national average.[m] These averages, however, mask the enormous variation that exists among programs. Some programs are very stable and experience no turnover during the course of a year; other programs have a constant influx of new staff and experience 150% turnover of staff annually. It is not uncommon for children to have to adjust to two or three teachers during the course of one year. The following graph summarizes recent data on turnover by program type and position.

Turnover rates for the early childhood workforce in Illinois vary by program type and position. Annual turnover averages 24% for assistant teachers and 15% for teachers.

Figure 9.
Annual Turnover of Early Childhood Assistant Teachers and Teachers by Program Type



BEST COPY AVAILABLE

An analysis of the turnover data reveals that the least qualified (and lowest paid) staff holding assistant teacher positions leave the field in higher numbers than more qualified staff receiving higher salaries. These individuals usually leave the field for positions in other service-related occupations. Teachers tend to make a commitment to the field if they have at least an associate's degree, but will leave for better paying jobs within the field as they obtain higher degrees and credentials.[7] For example, a classroom teacher who pursues and acquires a bachelor's degree may leave a private nonprofit or Head Start program to seek employment in an ISBE Pre-K program.

It is important to remember that all turnover is not equal. Turnover can be categorized in two ways: turnover that involves movement to another early childhood position within the field (taking a job at another center) and turnover that involves attrition from the field altogether. Both types of turnover are detrimental to the adult-child relationship and can have negative developmental outcomes for children. Turnover involving movement to another early childhood position at another program due to career promotion or advancement, however, is not a net loss of talent to the field since the teacher takes his/her acquired skills to the new position, applying them with a new group of children.

> John Roope is Executive Director of Cheerful Home in Quincy. Established in 1886, Cheerful Home has the distinction of being the oldest center-based early childhood program in the state. A NAEYC-accredited center, the program provides care and education for 185 infants, toddlers, and preschoolers in its day program, and the capacity to serve another 28 children in its night program.
>
> While John's program is well funded and receives both public and private support, he still struggles to attract and retain excellent teachers. He tells of Cindy, his "showcase teacher," being lured by the higher wages paid at a local grocery store. This is understandable because a teacher at Cheerful Home with a bachelor's degree in early childhood education starts at $7.25 an hour. The highest paid teacher on staff only makes $8.50 an hour!
>
> Cindy had worked at Cheerful Home for four years and had developed into what John describes as "an extraordinarily gifted teacher who loved working with two-year-olds." It was to Cindy's room that John would bring prospective parents taking a tour of Cheerful Home. He knew that he could rely on Cindy to support the children, individually and as a group, so visitors to the classroom would observe happy children engaged in meaningful play. Unfortunately, Cindy could not support herself working as an early childhood teacher. This extraordinary teacher with so much potential to make a difference in children's lives is now just another turnover statistic in John's annual report to his board.

BEST COPY AVAILABLE

The length of time it takes for a director to fill a teaching vacancy has increased in recent years. Forty-one percent of directors indicate that it takes more than four weeks to fill a teaching vacancy. During that time, other staff (including the director) often assume the responsibility of classroom coverage. Directors report that this disruption in routine has a detrimental effect on the overall quality of program services.

Directors indicate it often takes more than a month to fill a teaching vacancy.

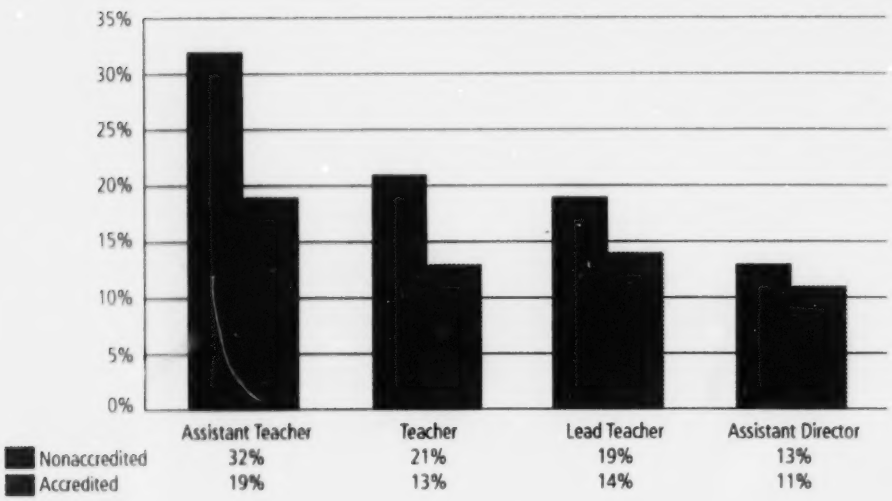
While salary and benefits are certainly strong predictors of turnover, other factors such as overall program quality, work environment, and opportunities for professional development also impact teachers' career and job commitment decisions. Programs that have achieved accreditation, for example, experience lower levels of turnover than nonaccredited programs. As illustrated in Figure 10, turnover of assistant teachers in accredited programs is 13% lower for assistant teachers than in nonaccredited programs. For teachers, the difference in turnover between accredited and nonaccredited programs is 8%.

Susan Levenhagen was a gifted teacher at a community-based program in Evanston with a passion for art. A visitor to her classroom was in for a sensory delight: the sound of engaged children working alone and in groups with an array of materials, and the sight of the children's work beautifully displayed on the walls, windows, and even the ceiling, were a true treat for the eyes and ears. Sadly, last year, Susan left the classroom, and the field, when she went to work for a company that produces educational media.

Susan left the field after 16 years because, as a single mother with two children, she needed to both earn more and spend more time with her family. "I left the early childhood field mostly because of the unbelievable potential for growth offered by my new job. But, there was certainly a burnout factor. When I began as a preschool teacher I earned about $8.00 an hour. When I left, I had been promoted to Assistant Director, but was working 24/7 and earning the equivalent of $1.00 an hour! Now when I go home, my work is done. I can really be available to my kids. Before, every time the phone rang, my toes would curl and I would feel a sinking feeling in the pit of my stomach. I knew that the call was going to be from another staff member calling in sick, making their problem mine to fix."

BEST COPY AVAILABLE

Figure 10. Turnover in Accredited and Nonaccredited Early Childhood Programs by Role



Data from Illinois support data reported in other state and national studies. The best programs tend to have stable leadership, lower overall turnover rates, more highly qualified teachers, more opportunities for professional development, and policies and procedures in place where unqualified or inappropriate staff are dismissed when necessary. Poor-quality programs tend to attract the least qualified staff, whose inability to work effectively with children is compounded by the lack of support, mentoring, peer influence, and a poor organizational climate.

Turnover of assistant teachers in accredited programs is 13% lower than in nonaccredited programs.

Turnover data on family child care providers in Illinois is collected periodically by child care resource and referral agencies. Recent data confirm that the turnover rate in licensed family child care homes is approximately 16% each year. The turnover rate is greater in license-exempt family child care homes with 44% of providers leaving the field each year. The turnover rate is considerably less for licensed group homes at an average of 11% per year. Family child care providers indicate that they leave the field because of a career change or to return to school.

BEST COPY AVAILABLE

IN THEIR OWN WORDS...

Low morale caused by constant turnover, poor wages, and lack of training has hurt the effectiveness of our program. Our children need and deserve the best from the people who care for them.

Exie Hall, Director
Morgan Park Children's Center, Chicago

Survival has been my main focus. On average, we have had two teaching staff absent each day. Many of our parents have expressed concern about the high turnover rate of our teachers. Some have suggested higher wages for teachers, but they have also indicated that they did not want tuition rates to increase.

Lori Van Horn
Southeastern Illinois College, Harrisburg

I have had to put my own plans for completing college on hold. I just had a toddler teacher quit with no notice. Although it's for the best – she didn't have the children's best interests at heart – I will have to go back in the classroom. It's very stressful trying to manage the center and teach a class of active toddlers.

Rhonda Clark, Director
Kid's Kingdom Preschool, Oblong

Management training has changed my work tremendously. When I became a director, I had no knowledge of the leadership or managerial skills required. Now I feel like somebody has removed dark sunglasses. Now I can see problems clearly and I know how to address them.

Nan Pangarkar
Happy Time Day Care, Mt. Vernon

My center is now pursuing accreditation. During the self-study process, we realized that our curriculum needed to be enhanced. The process has allowed us to see what a positive impact that changing our planned activities can have on our children, our parents, and our staff.

Lori Reubin, Program Director
Rochelle Child Care Center, Rochelle

BEST COPY AVAILABLE

TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The initial preparation of the early childhood workforce and the ongoing support and professional development of practitioners take place in a variety of formal and informal settings in the state. Illinois has a complex system of private and public institutions of higher education as well as an established Child Care Resource and Referral (CCR&R) system that provides pre-service and in-service training. In addition, numerous early childhood professional associations and organizations exist that provide training, career counseling, and practical hands-on mentoring and support for early childhood teaching, administrative, and support staff.

While there is a great deal happening in Illinois, there are clearly gaps in access to training for practitioners who live in certain geographic regions of the state. Grave disparities also exist in access to training and career counseling for individuals working in programs that are tuition-based, compared to those working in programs that receive direct federal or state support. This chapter describes the different types of formal and informal training offered in the state, career counseling and career lattice opportunities, the range and types of financial assistance available for professional development, and professional associations that support the early childhood workforce.

Professional development opportunities are many, yet there are clearly gaps in access to training for individuals who live in certain geographic regions of the state.

Formal Professional Preparation Programs

The formal system of early childhood professional preparation in Illinois is offered through the public and private community colleges and the four-year and graduate institutions of higher education. Informal training is sponsored by resource and referral agencies, private agencies and organizations, the Illinois State Board of Education (ISBE), and a host of professional associations.

Illinois Community College System. The community college is the primary training ground for the early childhood workforce. Individual courses, early childhood certificates, and two-year degrees in child care, child development, or early childhood education are available at 39 of the 48 colleges in the Illinois Community College system. In total, there are about 6,000 individuals enrolled in these programs.[72]

BEST COPY AVAILABLE

Community colleges cater to nontraditional students and the needs of local employers. Because of this, early childhood courses are offered during the day as well as during evenings and weekends, both on and off campus. Many colleges offer classes on-site at early childhood centers. For example, Harold Washington College holds classes at the Carole Robertson Center for Learning, and Daley College holds classes at El Valor.

Some colleges, like Parkland College in Champaign, offer specialized early childhood career tracks, such as a CDA mini-course program designed to help individuals complete the requirements for the Child Development Associate (CDA) or Child Care Professional (CCP) credentials. The CDA and CCP credentials are awarded to candidates who present evidence of competence in a specific early childhood setting. The candidate shows evidence by collecting resources, writing goal statements, obtaining parent and professional advisory assessments, and successfully completing written and oral reviews. Practitioners currently working in the field and those thinking about entering the field can take a formal first step toward becoming an early childhood professional by completing a CDA or CCP credential. For many, these credentials are a stepping stone to an associate's degree.

Community colleges also offer some specializations in early childhood through their certificate programs. College of DuPage in Glen Ellyn, for example, offers coursework leading to certificates in infant/toddler care, school-age care, family child care, and program administration. Rend Lake College in Ina and Moraine Valley College in Palos Hills offer programs that lead to an associate's degree and to the Illinois Director Credential, Level I.

Each year, approximately 700 students graduate from the state's community colleges with an early childhood associate's degree or certificate.[7] The number of graduates has been insufficient to keep up with the demand for early childhood practitioners. Program expansion due to welfare reform and the increasing number of mothers returning to the labor force after the birth of a child has increased the demand. High turnover and attrition rates exacerbate the supply and demand issue.

Each year, approximately 700 early childhood students graduate from the state's community colleges. The number of graduates has been insufficient to keep up with the demand for trained teachers.

The data compiled for this report confirm previous research that individuals commit to the field at the associate's degree level. For many current practitioners, the community college is accessible and allows them to take achievable steps toward a bachelor's degree. Those in the workforce with associate's degrees in early childhood have intentionally prepared for the field and stay in greater numbers. Those with less education leave the field in higher numbers.

BEST COPY AVAILABLE

Articulation From Two-Year Colleges to Four-Year Colleges. Individuals with an associate's degree in child care or child development face a stumbling block when continuing their coursework toward a bachelor's degree. Under a statewide articulation agreement, they can apply a maximum of 18 semester hours of their specialized early childhood coursework toward their bachelor's degree. Although some institutions, like National-Louis University, have articulation agreements with local community colleges accepting up to 80 credits of transferable coursework, many other community college graduates find themselves repeating courses they have already taken during their first two years of college. This practice delays degree completion and career advancement.

The issue is complex. Since four-year institutions certify an individual with a teaching credential at the bachelor's level and are held responsible for their curriculum by accrediting bodies, they want to ensure that their students are properly prepared. The best way to do this, they assert, is to require early childhood specialized coursework at the upper-division level. Allowing students to apply lower-division coursework toward an education degree, they argue, diminishes the overall quality of the degree.

Another obstacle is the current ISBE requirement that individuals must complete an unpaid, supervised internship in an early childhood classroom as part of their training. This imposes a financial hardship on those individuals currently working in the field who would like to pursue a Type 04 certificate. This requirement also poses a hardship for programs that want to support their teachers in advancing their credentials because it disrupts staffing patterns.

Articulation and transfer are not always easy for individuals with an associate's degree who want to pursue a bachelor's degree.

The Illinois Articulation Initiative (IAI) was created in 1993 as a voluntary effort to facilitate articulation of courses between and among institutions of higher education. Faculty panels of both two- and four-year public and private institutions developed recommendations for general education and specific majors. The panels reviewed courses submitted from more than 100 participating institutions, comparing them to course descriptions in their recommendations.

Approved IAI courses are listed on the iTransfer Web site and are accessible to students, faculty, parents, and to the general public.[79] Students are assured that these statewide articulated courses count toward fulfilling requirements in general education and in their majors. To date, the recommendation for students majoring in early childhood education includes seven generic course descriptions. The IAI has created a consistent and reliable method for evaluating courses and has improved the career advising and transfer process for many students.

BEST COPY AVAILABLE

Four-Year Colleges and Universities. In Illinois there are 27 colleges and universities that offer bachelor's or master's degrees leading to early childhood teacher certification (Type 04). The number of early childhood graduates from these institutions is about 700 annually.[78] The Type 04 early childhood certification prepares individuals to teach in the ISBE state-funded Pre-K program. All early childhood teachers in the public schools and teachers employed in programs contracted by the public schools must hold this certification. Teacher certification programs are carefully monitored by ISBE, the North Central Association of Colleges and Universities, and the National Council for the Accreditation of Teacher Education (NCATE).

Some colleges and universities also offer noncertification early childhood bachelor's degrees. Such programs prepare individuals to work in human service organizations, DCFS-licensed and license-exempt centers, and child care resource and referral agencies.

Individuals seeking undergraduate or graduate programs that prepare them to work as early childhood administrators have limited options. Several graduate institutions of higher education offer a Type 75 supervisory credential, but the emphasis is on public school education. Others offer degrees specializing in the management of nonprofit organizations, but again, the emphasis is not on early childhood organizations.

Two graduate institutions in the state offer specialized training for early childhood directors. In 1993, the Center for Early Childhood Leadership at National-Louis University (NLU) began offering a year-long leadership seminar for directors entitled *Taking Charge of Change*. The Center also offers a variety of other management institutes focusing on such topics as technology, mentoring, advocacy, and grantwriting. In addition, NLU offers a master's degree and certificate of advanced study in Early Childhood Administration which is available both on-campus and online. Erikson Institute also offers certificate and graduate degree programs for early childhood administrators. Both institutions are entitled to confer the Illinois Director Credential at the master's degree level, Level III.

Individuals seeking specialized degree programs in infant/toddler or school-age care have limited options. Erikson Institute and Northern Illinois University offer degree specializations in infant studies, but no four-year or graduate institution of higher education currently offers a specialization in school-age care. The need for specialized training in infant/toddler and school-age care has become more intense as greater numbers of families seek care for children of these ages. Currently there is a severe shortage of practitioners who possess specialized expertise with these age groups.

The options for doctoral programs in early childhood education are limited. Programs at the doctoral level tend to focus on curriculum and instruction or research in child development. Erikson Institute, in affiliation with Loyola University, offers a doctoral program in child development. The University of Illinois at Urbana-Champaign and Concordia University both offer doctorates in early childhood education. In addition, Nova Southeastern University in Florida offers a doctorate in Child and Youth Studies that is available to Illinois practitioners in a distance education cohort model.

Illinois Virtual Campus. Early childhood courses can be taken online, by distance learning, or as television courses through Illinois Virtual Campus. Online courses make higher education available to individuals living in more rural areas of the state who do not have access to two- and four-year colleges. Courses are offered at all levels from noncredit to graduate level. A list of courses and colleges offering them is available. In some cases, a course may be applied toward the requirements of a degree program at another institution. Many other colleges and universities also offer online courses that are not listed on the Illinois Virtual Campus Web site.

To date, the Virtual Campus courses have not been widely accessed by early childhood practitioners because few teachers and administrators have access to computers at home and have mastered the technological requirements needed to take an online course. A recent survey of center directors found that only one-fourth of directors (26%) feel competent in their use of the Internet. While many directors (47%) use e-mail on a daily basis, many other directors (30%) never use it, or only use it monthly.[78] There is clearly a need for basic technology training for practitioners in all positions in early childhood organizations.

Online courses have not been widely accessed by early childhood practitioners because few teachers and administrators have computers at home and have mastered the required technology.

Informal Professional Development

Child care resource and referral agencies, Head Start programs, ISBE, and a host of professional associations and human service organizations in Illinois offer a wide range of informal in-service training for practitioners on topics related to early care and education.

These noncredit professional development experiences can be applied to the clock-hour requirements for the Child Development Associate (CDA) and Child Care Professional (CCP) credentials for individuals who do not have a degree. Both the CDA and CCP are competency-based credentials so individuals must meet additional requirements and complete an assessment before being awarded their credential. Several colleges grant up to 6 semester hours of credit for the achievement of the CDA or CCP. For many practitioners, including family child care providers, the CDA is an important step in their continued professional development.

BEST COPY AVAILABLE

Currently, Illinois requires all staff in DCFS-licensed programs to complete 15 clock hours of in-service training each year. The workshops and informal training sessions offered by the resource and referral agencies and Head Start agencies can be used to meet these requirements. Local child care resource and referral agencies also provide on-site training and technical assistance to both licensed and legally license-exempt centers and homes through the Quality Counts initiative funded by the Illinois Department of Human Services. Well-stocked vans travel throughout Illinois giving practitioners access to training materials and resources on topics including management issues, curriculum implementation, and services for children with special needs.

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) also supports in-service training through a statewide Training of Trainers program. INCCRRA trains, supports, and provides monetary paybacks to a cadre of approved early childhood trainers. In return, the trainers offer training to practitioners in one or more of eight curriculum areas including the Creative Curriculum, Foundations of Family Child Care, and Red Cross CPR/First Aid.

Head Start teachers and support staff have access to the well-developed training and technical assistance support system of the Region V-b Head Start Quality Network and the Head Start Great Lakes Quality Improvement Center for Disabilities (QIC-D). In addition, Head Start contracts with a pool of highly skilled consultants who work with teachers and support staff of individual programs. Head Start programs are also encouraged to collaborate with local community college faculty to bring appropriate training on-site in formats that meet the needs of their staff.

ISBE also has a well-developed system of training and technical assistance for Pre-K assistant teachers, teachers, and administrators. Individuals holding the Type 04 early childhood certification are required to complete 120 clock hours of in-service training every five years as part of their professional growth plan. This requirement can be met by attending approved informal workshops and conferences. ISBE Pre-K teachers have access to regularly scheduled training offered by the ISBE Comprehensive Professional Development Project and many also attend professional development events like the ISBE *Sharing a Vision* conference, the Illinois AEYC state conference, and the Chicago Metro AEYC conference. In addition, many local school districts contract with local colleges or independent consultants to conduct courses or workshops on-site.

STARnet (Support and Technical Assistance Regionally) provides technical assistance, training, and workshops for professionals working with children with special needs and/or disabilities from birth to age 8. Although funded by the Illinois State Board of Education, STARnet's professional development workshops are available to all early childhood professionals.

Career Counseling

Most early childhood practitioners receive little guidance in career planning or how to fully access different professional development opportunities that are available to them. Because there is currently no early childhood career lattice for Illinois that shows the horizontal and vertical relationship between different roles and corresponding qualifications and salary ranges, practitioners are left to make important career decisions based on limited, and often, inaccurate information. Career counselors who understand the broad spectrum of opportunities that are available within and across the field of early childhood education are needed to support early childhood practitioners in making wise and informed career decisions. Linking practitioners to professional development resources and financial assistance for training is essential to achieving a well-trained workforce.

Linking practitioners to professional development resources and financial assistance that supports training is essential to achieving a well-trained workforce.

While child care resource and referral agencies and a few organizations such as Chicago Metro AEYC and Illinois AEYC post job vacancy announcements in their newsletters and on their Web sites, there is no central clearinghouse in Illinois that lists job opportunities and maintains a career counseling system similar to what is offered by career placement offices at colleges and universities. Practitioners are left to scour the want ads and use whatever contacts they have in the field to keep informed about job openings that might advance their career.

Currently in Illinois there is no statewide registry to track the credentials and educational achievements of practitioners. Nor is there a central clearinghouse that publicizes all early childhood professional development opportunities that are being offered. Such a registry could serve as a statewide mechanism to facilitate career counseling and to track professional achievements. A registry could also serve as a central database of statistical information about the early childhood workforce.[77]

Having trained, master-level advisors available across the state to support early childhood staff with career counseling was identified as a critical need during the development of the Illinois Director Credential. In response to this identified need, INCCRRA recently developed the role of Professional Growth Advisor (PGA) as an important first step in creating a statewide mentoring system to support practitioners and to help professionalize the field. When fully funded, the PGA support system will become an integral part of making Great START, a salary enhancement initiative passed by the state legislature in 2000, successful.

The introduction of the Professional Growth Advisor (PGA) role in Illinois is an important first step in creating a statewide mentoring system to support practitioners.

BEST COPY AVAILABLE

Certain segments of the early childhood workforce in Illinois already have access to professional growth and career counseling support. The Head Start Quality Network, for example, includes consultants who work with individual Head Start programs to develop training plans for staff and to help staff with minimal training as they move from a CDA to an associate's or bachelor's degree. In addition, most Head Start programs have training coordinators who assist individuals interested in accessing funds for professional development. Within the Head Start community there has always been an informal career lattice that includes the nurturing and training of parent volunteers and ongoing support for professional development of staff seeking to move into roles requiring greater responsibility and formal education. This informal lattice may well serve as a template for the creation of a more formal career lattice for the state.

The salary schedules of individual school districts, in many cases, serve as a kind of career ladder for prekindergarten teachers working in the ISBE Pre-K programs. Such schedules provide a clearly articulated scale for salary advancement based on degree and experience. In the ISBE Pre-K system, the new teacher certification renewal process is being facilitated by local professional development committees (LPDCs). The role of LPDCs is to review and approve individual professional development plans and assist teachers in accessing training.

Financial Support for Professional Development

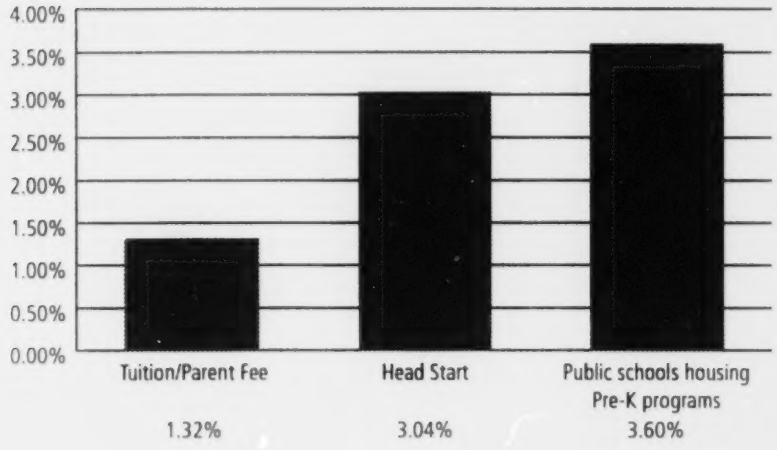
Funding for professional development comes from both internal sources – that portion of a program's operating budget allocated to training – and external sources – those additional financial resources available to centers and individual practitioners to help improve professional competence. In reality, there is overlap between these categories as programs draw from one source to leverage funds from the other. For purposes of this discussion, however, they serve as a convenient way to describe the many types of financial support that exist for professional development.

Internal Sources. While professional development opportunities for early childhood practitioners are plentiful, disparities exist in access to informal in-service training for individuals working in federally funded or state-funded programs compared to those working in programs that are tuition-based. As Figure 11 illustrates, public schools housing Pre-K programs spend a larger proportion of their operating budgets on teacher professional development activities than do center-based early childhood programs. Federally funded Head Start programs spend more than twice as much as tuition-based early childhood programs.[78]

Disparities exist in access to informal in-service training for individuals working in federally funded or state-funded programs compared to those working in programs funded by parent fees.

BEST COPY AVAILABLE

Figure 11. Percentage of Budget Dedicated to Professional Development



While 88% of center directors indicate that they pay for teachers to attend conferences, the amount of support they are able to provide varies greatly.[79] Most Head Start programs have a budgeted line item for tuition reimbursement for staff who pursue college coursework. All Head Start staff, for example, have access to professional development funds and are encouraged to complete credentials and degrees related to early childhood and family support. Local school districts vary in their policies regarding tuition reimbursement for courses, but most districts support teachers' advancement on the career ladder by reimbursing at least a portion of the tuition for professional courses.

Indisputably, investment in the professional development of teachers and administrators is critical to improving the quality of services provided to children and families. While the commitment to teachers' professional development may be similar in all types of programs, the economic realities of operating programs funded predominantly by parent fees rarely permit the same size investments as those receiving direct federal or state support.

External Sources. Beyond a program's own budget allocations for professional development, there are a variety of external funding sources available to early childhood practitioners. Financial aid is available to members of the early childhood workforce who return to school at least part-time and who are determined to be income-eligible through Pell grants, Illinois Monetary Award Program (MAP) grants, institutional grants and loans, guaranteed student loans, and other loan forgiveness programs designed to recruit and retain early childhood teachers. AmeriCorps Education Awards may also be used to pay the costs of college tuition.

The Illinois Department of Human Services (IDHS) provides financial support to individual practitioners and centers through a variety of programs including IDHS Training Funds ($500,000), Professional Development Funds ($500,000), and Accreditation Funds ($500,000). These funds are administered through local child care resource and referral agencies. In addition, a number of Illinois child care programs have received funding for professional development projects through IDHS Quality Enhancement Grants.

IDHS also supports professional development for family child care providers, center directors, and teaching staff through the T.E.A.C.H. Early Childhood® Illinois program. Currently funded at $2.4 million, this scholarship and compensation program helps pay for coursework leading to the CDA or CCP credential, the Illinois Director Credential, and associate's and bachelor's degrees in early childhood. Participants also receive pay increases or cash bonuses as they complete specified hours of coursework toward a degree or a credential. As of February 2001, there were over 800 scholarship recipients from 229 family child care homes and 269 child care centers throughout Illinois.[80]

Beginning in May 2001, INCCRRA began awarding $3 million in Great START funds, in the form of wage supplements, directly to practitioners who have completed a credential or a degree in early childhood and who continue to work full-time at a single program. This program is designed to complement T.E.A.C.H. and to provide an ongoing incentive for educational attainment. When fully funded, Great START has the potential to help reduce the disparity in the level of compensation paid to early childhood practitioners in DCFS-licensed programs compared to those in ISBE Pre-K programs.

Great START has the potential to help reduce the disparity in the level of compensation paid to practitioners in DCFS-licensed programs versus ISBE Pre-K programs.

Professional Associations

Promoting and providing training and ongoing professional development is the central mission of many professional associations that serve early childhood practitioners. Illinois is blessed with a rich assortment of professional associations. Some have sliding scale membership fees or reduced student fees so that practitioners earning low wages can enjoy the benefits of membership.

Because Chicago is such a popular venue for national conferences, early childhood practitioners in the state also have regular access to national experts in early childhood and related disciplines when these conferences are held in the city. The following are the most popular membership associations or organizations representing early childhood professionals in Illinois.

BEST COPY AVAILABLE

PROFESSIONAL ASSOCIATIONS

- **American Associate Degree Early Childhood Educators (ACCESS)**
  ACCESS is founded on the belief that learning is a lifelong process and that associate degree programs are an important link in early childhood professional preparation. The members of ACCESS support the vision that quality care and educational services should be available to all children and their families. (www.access.org)

- **The American Montessori Society (AMS)**
  The American Montessori Society (AMS) has been the mainstay of the Montessori movement in the United States since 1960. AMS is a nonprofit, nondiscriminatory service organization dedicated to stimulating the use of the Montessori teaching approach in private and public schools. AMS is a member-supported organization. Over 12,000 teachers, administrators, parents, and friends are committed to furthering Montessori philosophy, making it a growing educational alternative, and promoting better education for all children. (www.amshq.org)

- **Association for Childhood Education International (ACEI)**
  The mission of ACEI is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. (www.acei.org)

- **Association for Supervision and Curriculum Development (ASCD)**
  ASCD is a unique international, nonprofit, nonpartisan association of professional educators whose jobs cross all grade levels and subject areas. In their diversity, members share a commitment to excellence in education. The Illinois ASCD hosts a statewide conference annually for members and the general public. (www.ascd.org)

- **Association of Latin American Professionals in Child Care and Education**
  The Association of Latin American Professionals in Child Care and Education is a nonprofit membership organization providing training in Spanish for family child care providers, child care center workers, and Early Head Start workers.

- **Center for the Child Care Workforce (CCW)**
  The central mission of the Center for the Child Care Workforce is to improve the quality of child care by improving child care jobs for teachers and providers. CCW advocates for social and legislative action to help retain and reward a skilled and stable child care workforce by assuring better compensation, working conditions, and opportunities for leadership and professional growth in the field. (www.ccw.org)

- **Council For Exceptional Children (CEC)**
  CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain the resources necessary for effective professional practice. (www.cec.sped.org)

- **Day Care Action Council of Illinois (DCACI)**
  The Day Care Action Council of Illinois is an alliance of individuals and groups committed to advancing the quality and accessibility of child care. DCACI believes that high-quality child care and education enables children to develop to their fullest potential and provides an essential support for their families. To this end, DCACI educates and collaborates with parents, providers, policymakers, and the public. (www.daycareaction.org)

- **Ecumenical Child Care Network (ECCN)**
  The Ecumenical Child Care Network is a national interdenominational network of individuals who work from a faith perspective, advocating for high-quality early childhood care and education in churches and religious organizations. Members apply anti-bias, anti-racist principles in their work and advocate for families by offering options, celebrating diversity, and assuring high-quality, affordable, and equitable care and education. (www.eccn.org)

- **Illinois Association for Infant Mental Health**
  The Illinois Association for Infant Mental Health is an organization of professionals who work with infants and children under the age of three. Members promote optimal development of infants, toddlers, and their families within the context of their communities and cultures.

- **National Association of Child Care Referral Agencies (NACCRRA)**
  The mission of the National Association of Child Care Resource and Referral Agencies is to promote the growth and development of high-quality resource and referral services; and to exercise national policy leadership to build a diverse high-quality child care system with parental choice and equal access for all families. (www.naccrra.net)

BEST COPY AVAILABLE

- **National Association for Family Child Care (NAFCC)**
  In 1994, the National Association for Family Day Care (NAFDC) became the National Association for Family Child Care (NAFCC). NAFCC provides technical assistance to family child care associations by developing leadership, addressing issues of diversity, and promoting quality and professionalism through accreditation. (www.nafcc.org)

- **The National Association for the Education of Young Children (NAEYC)**
  NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and education for all children ages birth to 8 years. Illinois has several affiliate chapters of NAEYC including Illinois AEYC and Chicago Metro AEYC. These affiliates host conferences and other professional development activities for early childhood professionals. (www.naeyc.org; www.ilaeyc.org)

- **National Association of Early Childhood Teacher Educators (NAECTE)**
  The purpose of the National Association of Early Childhood Teacher Educators is to promote the professional growth of its membership, to discuss the educational issues that are specific to its membership, and to advocate for improvements in early childhood teacher education. The membership is comprised of early childhood faculty at four-year institutions of higher education. (www.naecte.org)

- **National Child Care Association (NCCA)**
  The mission of NCCA is to promote the growth, and safeguard the interests of, quality early care and education by focusing on licensed, private providers of early childhood services. NCCA provides child care center and preschool owners, administrators, and directors with up-to-date information and resources to help them prepare for future growth and success. The Illinois affiliate of NCCA is PSO/Illinois Child Care Association. This state organization hosts an annual statewide conference for owners of private centers. (www.nccanet.org)

- **National Coalition of Campus Child Care Centers (NCCCC)**
  NCCCC supports research and activities affecting college and university early childhood education and service settings, family and work issues, and the field of early childhood education. NCCCC expresses this mission through its newsletters, publications, conferences, and grants. (www.campuschildcare.org)

- **National Head Start Association (NHSA)**
  NHSA is a private nonprofit membership organization representing nearly 2,100 Head Start programs in the United States. NHSA provides a national forum for the continued enhancement of Head Start services for children from low-income families birth to 5 years of age and their families. It is the only national organization dedicated exclusively to the concerns of the Head Start community. The Illinois Head Start Association, the state affiliate of NHSA, provides professional development for its members through statewide training events and an annual conference. (www.nhsa.org; www.ilheadstart.org)

- **National Association of Child Care Professionals (NACCP)**
  NACCP serves child care owners, directors, and administrators. The organization's goal is to improve, enhance, and strengthen the credibility of the people who lead the child care industry by providing membership services and benefits. NACCP is the only association exclusively dedicated to child care management without regard to a center's tax status and corporate sponsorship. (www.naccp.org)

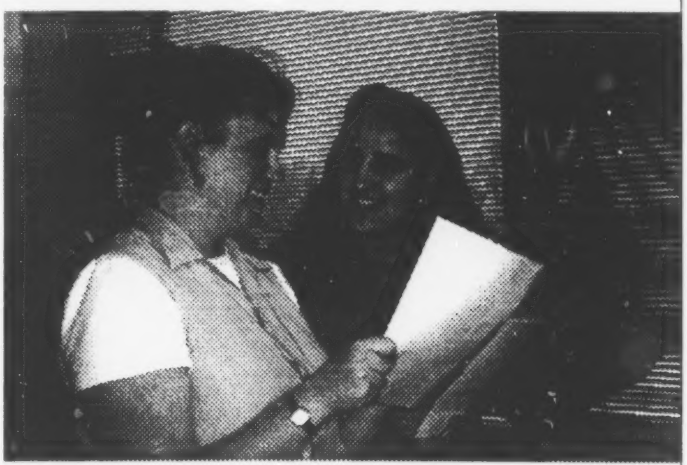
- **National Black Child Development Institute (NBCDI)**
  NBCDI works to improve the lives of and services to African-American children and youth in child care, education, health care, and child welfare, including foster care and adoption, through direct services, community-outreach programs, and public education. NBCDI is committed to helping African-American children reach their full potential. (www.nbcdi.org)

- **Ounce of Prevention**
  The Ounce of Prevention Fund invests in the healthy development of infants, children, adolescents, and families through an innovative cycle of program implementation, research, training, policy analysis, and advocacy. The Ounce provides training to Head Start and Early Head Start programs as well as a wide range of services to parents with children birth to five, including home visiting, infant/toddler assessment, child abuse recognition and response, and doula training. The Ounce is a partner with the Center for Program Excellence, a national training collaborative coordinated by ZERO to THREE. (www.ounceofprevention.org.)

- **Voices for Illinois Children (VIC)**
  Voices for Illinois Children is a statewide, nonprofit, nonpartisan group of child advocates who champion the full development of every child in Illinois to assure the future well-being of the people of the state. VIC works with families, communities, and policymakers to ensure that all children grow up healthy, nurtured, safe, and well educated. (www.voices4kids.org)

WHAT WE KNOW AND WHAT WE MUST DO

Media attention over the past few years about the stunning advances in neuroscience has certainly increased the public's awareness of the importance of the early years and the critical role that early childhood practitioners play in providing high-quality experiences for young children. That awareness, however, has not translated into an increase in professional recognition by way of higher compensation, better working conditions, or greater occupational status for the early childhood workforce. The disconnect is both troubling and serious. The field remains woefully under-funded and lacks a coherent and articulated career lattice. The disparities that exist in regulations and funding between different sectors of the field have only served to exacerbate the situation.



Tinkering at the edges will not improve the early care and education system in Illinois. Likewise, dollars alone are not the solution. Real, lasting reform that puts Illinois on the map as the leader of early childhood services to children and families will require a multifaceted, systemic approach that involves multiple stakeholders and constituents.

- **Early Childhood Practitioners** must promote high professional standards across all sectors of the field.
- **Teacher Educators** must support the development and implementation of a comprehensive career lattice with consistent nomenclature, training requirements, and clearly defined strands that promote the career advancement of early childhood practitioners.
- **Policymakers** must address disparities in funding and regulatory oversight that contribute to staff turnover and result in poor developmental outcomes for children.
- **Corporate Leaders** must increase investment in early childhood education as a workforce development issue.
- **Parents** must become educated consumers of early childhood services and demand that programs do more than merely protect children from harm.

This chapter summarizes the key findings of this report and provides recommendations and action steps for reform.

BEST COPY AVAILABLE

The Illinois Picture in Review

Finding #1: There are wide disparities in the qualifications required and the compensation paid for comparable work in different early childhood settings. These disparities, fueled by funding and regulatory inequities, are major contributors to the staffing crisis that negatively impacts the well-being of children.

- *In Illinois, two individuals with the same job title and responsibilities may have vastly different requisite qualifications depending on the regulatory oversight of the program.*
- *Less than one-fifth of the preschool-aged children in center- or school-based settings have teachers who are required to have a bachelor's degree and a teaching credential.*
- *The average wage for teachers in tuition/parent fee programs is $9.76 per hour. Assistant teachers average $7.79 per hour.*
- *ISBE state-funded Pre-K programs and federally funded Head Start programs are able to pay better wages and provide better benefits than programs that rely predominantly on parent fees and/or IDHS child care subsidies.*
- *Private nonprofit programs employing a teacher with a bachelor's degree and teaching credential pay on average 47% less than what a credentialed teacher is paid in an ISBE Pre-K program housed in a public school.*
- *Less than one-half of teachers working in programs funded by parent fees receive health coverage.*
- *Fully 80% of ISBE Pre-K teachers who interviewed in the private sector indicated that salary was a deciding factor in their choice to work in a state-funded Pre-K program sponsored by a public school.*
- *There are currently no educational requirements for family child care providers.*

Recommendation: Implement strategies to address current inequities in qualifications and pay. Convene a work group representing a cross-section of early childhood stakeholders to create an early childhood career lattice, including roles, requisite qualifications, and recommended salary ranges for different positions.

Action Steps:

- **Practitioners** – come together to identify the roles represented in the workforce and develop standard qualifications and recommended salary ranges for each role, regardless of funding stream.
- **Teacher Educators** – differentiate curricula to support practitioners' advancement on the career lattice.

BEST COPY AVAILABLE

- **Policymakers** – support initiatives to increase practitioners' base pay. Expand funding for T.E.A.C.H. Early Childhood® Illinois to support individuals seeking additional education to advance on the career lattice. Fully fund Great START to create horizontal and vertical equity for individuals assuming different roles on the career lattice.
- **Corporate Leaders** – sponsor individual programs by underwriting their share of the T.E.A.C.H. Early Childhood® Illinois bonus, wage increase, or benefits.
- **Parents** – advocate for worthy wages on behalf of your child's teachers.

Finding #2: Director qualifications are directly related to program quality. Directors' ability to effectively address the staffing crisis in their own programs and oversee other facets of program operations is directly related to their own level of formal education and specialized training in leadership and management.

- Fully *75% of directors indicate they were not prepared for the issues they encountered when they first became directors.*
- *Center directors are not required to have a single course in administration before assuming their positions.*
- *A one-year leadership training program boosts early childhood directors' confidence and positively impacts program quality.*
- *Directors with advanced degrees are more likely to pursue and achieve center accreditation.*

Recommendation: Improve the leadership and management skills of early childhood practitioners by fully funding the Illinois Director Credential and supporting the development and articulation of early childhood management coursework and training.

Action Steps:

- **Practitioners** – encourage directors to pursue the Illinois Director Credential.
- **Teacher Educators** – expand opportunities for specialized training in program management.
- **Policymakers** – require Level I of the Illinois Director Credential for DCFS-licensed programs that serve more than 50 children. Provide financial incentives for individuals to pursue the IDC.
- **Corporate Leaders** – develop a Leadership Endowment Fund to support the training and professional development of early childhood directors, especially those from underrepresented groups.
- **Parents** – inquire about the qualifications of your child's center director and encourage him/her to obtain the Illinois Director Credential.

BEST COPY AVAILABLE

Finding #3: Accreditation has a positive impact on overall program quality by reducing staff turnover and creating a more stable workforce.

- *Less than 10% of early childhood programs in Illinois have achieved center accreditation, meeting the standards established by the profession for high-quality programming.*
- *Turnover for assistant teachers in accredited programs is 13% lower than in nonaccredited programs; turnover for teachers is 8% lower.*
- *Accredited programs pay teachers better wages.*
- *Accredited programs have a more positive organizational climate and quality of work life than nonaccredited programs.*

Recommendation: Implement a statewide, public/private partnership to support center and family child care accreditation. Implement higher reimbursement rates for accredited programs.

Action Steps:

- **Practitioners** – pursue accreditation.
- **Teacher Educators** – equip a cadre of accreditation mentors to support directors in their quality-enhancement endeavors. Develop an accreditation mentor certificate.
- **Policymakers** – provide financial incentives for centers and family child care homes to pursue and maintain accreditation. Provide quality enhancement grants to programs implementing changes to achieve accreditation.
- **Corporate Leaders** – support public/private partnerships to achieve the goal of accrediting 30% of centers and 20% of family child care homes in Illinois by 2010.
- **Parents** – seek out accredited early childhood settings and support programs going through the accreditation process.

Finding #4: Illinois lacks a coherent system of initial preparation, ongoing professional development, and career counseling for teaching, administrative, and support staff in early childhood programs.

- *Each year 700 students attain an associate's degree, and another 700 receive a bachelor's or advanced degree in early childhood education. The number of graduates annually is insufficient to keep up with the demand for trained early childhood staff.*
- *Individuals with associate's degrees in early childhood face obstacles when continuing their coursework toward a bachelor's degree.*
- *Most practitioners need basic technology training.*

BEST COPY AVAILABLE

- *There is a severe shortage of practitioners with specialized training in infant/toddler and school-age care.*
- *Most practitioners receive little guidance about career planning or how to access different training opportunities.*

Recommendation: Create a statewide registry to track early childhood coursework and offerings that lead to a degree as well as to monitor practitioners' progress on the career lattice. Train a cadre of master-level career advisors to mentor and guide individuals in their career goals. Increase availability of specialized training in critical shortage areas for specific age groups.

Action Steps:

- **Practitioners** – pursue training that promotes career advancement.
- **Teacher Educators** – expand articulation agreements between two- and four-year training institutions. Train a cadre of master-level career advisors to mentor and guide individuals as they advance on the career lattice. Expand options for specialized training for infant/toddler and school-age child care teachers.
- **Policymakers** – fund the development of a statewide registry to track and monitor practitioners' career advancement.
- **Corporate Leaders** – develop a Leadership Endowment Fund to support the training of Professional Growth Advisors.
- **Parents** – inquire about the credentials of those who care for your children just as you would inquire about the credentials of those providing medical or other professional services.

Finding #5: Many caregivers operate outside the established early childhood regulatory system and thus do not have access to technical assistance or professional training.

- *In Illinois, 330,000 children are cared for in informal care settings where there are no staff qualifications or minimum standards for health and safety.*
- *More than one-half of low-income children receiving IDHS child care subsidies, and 70% of all infants and toddlers, are cared for in informal, unregulated settings.*

Recommendation: Expand the Quality Counts program to train all license-exempt providers, who serve children receiving a publicly funded child care subsidy, in basic health and safety, individual and group guidance, and program management.

BEST COPY AVAILABLE

Action Steps:

- **Practitioners** – educate parents and community members about the importance of high-quality care and education, specifically staff qualifications and health and safety standards.
- **Teacher Educators** – expand specialized training opportunities for infant/toddler caregivers in licensed and license-exempt settings.
- **Policymakers** – implement minimum training requirements and health and safety standards in license-exempt settings serving children whose families receive a publicly funded child care subsidy. Expand capacity of licensed settings for infants and toddlers.
- **Corporate Leaders** – underwrite the cost of training initiatives that support providers moving from unregulated to regulated status.
- **Parents** – encourage providers in unregulated settings to seek specialized training in child development and early childhood education.

A Call to Action

The absence of consistent and high standards to guide professional practice, along with inadequate and inequitable funding to administer programs, has undermined the early care and education delivery system in Illinois. The findings of this report underscore the disturbing conclusion that the early childhood career development system in Illinois lacks coordination and integration between and among its many parts. It is really more of a *non-system* lacking structure, vision, and coherence.

The ramifications of this non-system are real, both in terms of the lost talent of dedicated workers who leave the field feeling unappreciated, and in terms of lost opportunities for children. When our youngest and most vulnerable citizens do not have access to well-trained, well-compensated teachers who provide educationally enriching experiences in a caring environment, the talents, skills, and abilities of these children are simply not developed and nurtured as they might be otherwise.

The time has come to take action. Efforts to improve quality by supporting the early childhood workforce must address two critical, interdependent factors of education and compensation. The findings and recommendations detailed in this report provide a clear path to elevate the early childhood workforce and developmental outcomes for Illinois' youngest children. A united effort by practitioners, teacher educators, policymakers, corporate leaders, and parents can make it happen.

1. Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

Smith, S., Fairchild, M., & Groginsky, S. (1995). *Early childhood care and education: An investment that works.* Washington, DC: National Conference of State Legislatures.

Vandell, D. L., & Wolfe, B. (2000). *Child care quality: Does it matter and does it need to be improved?* Madison, WI: Institute for Research on Poverty, University of Wisconsin.

2. Arnett, J. (1989). Caregivers in day care centers: Does training matter? *Journal of Applied Developmental Psychology, 10,* 541-552.

Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

Kontos, S., Howes, C., & Galinsky, E. (1996). Does training make a difference to quality in family child care? *Early Childhood Research Quarterly, 11*(4), 427-445.

Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2001). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly, 15*(4), 475-496.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

Whitebook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America: Final report of the National Child Care Staffing Study.* Oakland, CA: Child Care Employee Project.

Powell, I., Eisenberg, D., Moy, L., & Vogel, J. (1994). Costs and characteristics of high-quality early childhood education programs. *Child and Youth Care Forum, 23*(2), 103-118.

3. Barnett, W. S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children, 5*(3), 25-50.

Child Mental Health Foundations and Agencies Network. (2000). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed.* Washington, DC: Author.

Cost, Quality, and Child Outcomes Study Team. (1999). *Linking child care quality and success in early learning and school readiness: Update to the Cost, Quality, and Child Outcomes in Child Care Centers Study.* Denver, CO: Department of Economics, University of Colorado at Denver.

Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

Reynolds, A. J., Temple, J. A., & Robertson, D. (2000). *A 15-year follow-up of low-income children in public schools.* Madison, WI: Chicago Longitudinal Study, University of Wisconsin.

Gilliam, W. S., & Zigler, E. (2001). A critical meta-analysis of all evaluations of state-funded preschool from 1977 to 1998: Implications for policy, service delivery, and program evaluation. *Early Childhood Research Quarterly, 15*(4), 441-473.

NICHD Early Child Care Research Network. (2000). The relation of care to cognitive and language development. *Child Development, 71*(4), 960-980.

Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

4. Barnett, W. S (1995). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children, 5*(3), 25-50.

The Carolina Abecedarian Project. (2000). *Early learning, later success: The Abecedarian Study: Early childhood educational intervention for poor children: Executive summary.* Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

Fight Crime: Invest in Kids. (2000). *America's after-school choice: The prime time for juvenile crime, or youth enrichment and achievement.* Washington, DC: Author.

Gilliam, W. S., & Zigler, E. (2001). A critical meta-analysis of all evaluations of state-funded preschool from 1977 to 1998: Implications for policy, service delivery, and program evaluation. *Early Childhood Research Quarterly, 15*(4), 441-473.

Powell, I., Eisenberg, D., Moy, L., & Vogel, J. (1994). Costs and characteristics of high-quality early childhood education programs. *Child and Youth Care Forum, 23*(2), 103-118.

Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). Significant benefits: The High/Scope Perry Preschool Study through age 27. Ypsilanti, MI: High/Scope Press.

5. The Carolina Abecedarian Project. (2000). *Early learning, later success: The Abecedarian Study: Early childhood educational intervention for poor children: Executive summary.* Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

6. Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

7. Galinsky, E., Howes, C., Kontos, S., & Shinn, M. (1994). *The study of children in family child care and relative care: Highlights of findings.* New York: Families and Work Institute.

Morgan, G., & Azer, S. (2001). *Family child care: What's in a name?* Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

8. Bowman, B., Donovan, M. S., & Burns, M. S. (Eds.). (2000). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

Bridgman, A., & Phillips, D. A. (Eds.). (1996). *Child care for low-income families: Directions for research.* Washington, DC: National Academy Press.

Child Mental Health Foundations and Agencies Network. (2000). *A good beginning: Sending America's children to school with the social and emotional competence they need to succeed.* Washington, DC: Author.

Carnegie Task Force on Meeting the Needs of Young Children. (1994). *Starting points: Meeting the needs of our youngest children.* New York: Carnegie Corporation of New York.

Committee for Economic Development. (1993). *Why child care matters: Preparing young children for a more productive America.* New York: Author.

Chicago Metropolis 2020. (2000). *Creating a new system of education and care for preschool children.* Chicago, IL: Author.

Futures for Kids. (2000, September). *Early Care and Education Assembly briefing paper.*

Head Start 2010 National Advisory Panel. (2000). *Fulfilling the promise.* Alexandria, VA: The National Head Start Association.

Kagan, S. L., & Cohen, N. (1997). *Not by chance: Creating an early care and education system for America's children.* New Haven, CT: The Bush Center in Child Development and Social Policy at Yale University.

Keilty, B., Phillips, D. A., & Shonkoff, J. P. (Eds.). (1999). *Early childhood intervention: Views from the field.* Washington, DC: National Research Council, National Academy Press.

Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

Shore, R. (1997). *Rethinking the brain: New insights into early development.* New York: Families and Work Institute.

Smith, S., Fairchild, M., & Groginsky, S. (1995). *Early childhood care and education: An investment that works.* Washington, DC: National Conference of State Legislatures.

Vandell, D. L., & Wolfe, B. (2000). *Child care quality: Does it matter and does it need to be improved?* Madison, WI: Institute for Research on Poverty, University of Wisconsin.

9. National Association for the Education of Young Children. (1998). *Accreditation criteria and procedures of the National Association for the Education of Young Children.* Washington, DC: Author.

10. National Association for the Education of Young Children (NAEYC), www.naeyc.org.

11. Bredekamp, S., & Willer, B. (Eds.). (1996). *NAEYC accreditation: A decade of learning and the years ahead.* Washington, DC: NAEYC.

Chase, R. (2001). *Staff recruitment and retention in early childhood education and school-age care.* St. Paul, MN: Wilder Research Center.

Gormley, W. T. (2000). *Money, accreditation, and child care center quality.* New York: The Foundation for Child Development.

Whitebook, M., Sakai, L., & Howes, C. (1997). *NAEYC Accreditation as a strategy for improving child care quality. An assessment. Final report.* Washington, DC: Center for the Child Care Workforce.

12. Bloom, P. J. (1996). The quality of work life in NAEYC accredited and nonaccredited early childhood programs. *Early Education and Development,* 7(4), 301-317.

13. Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

14. Center for Organizational Research & Development. (2000). *Putting the pieces together: The 2000 Early Childhood Compensation Survey.* Edwardsville, IL: Southern Illinois University at Edwardsville.

Ripple, C., (2000). *Economics of caring labor: Improving compensation in the arly childhood workforce.* New York: A. L. Mailman Family Foundation and Foundation for Child Development.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

Whitebook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America: Final report of the National Child Care Staffing Study.* Oakland, CA: Child Care Employee Project.

15. Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

16. Center for the Child Care Workforce. (2000, March). *Current data on child care salaries and benefits in the United States.* Washington, DC: Author.

17. Center for Organizational Research & Development. (2000). *Putting the pieces together: The 2000 Early Childhood Compensation Survey.* Edwardsville, IL: Southern Illinois University at Edwardsville.

Ripple, C. (2000). *Economics of caring labor: Improving compensation in the early childhood workforce.* New York: A. L. Mailman Family Foundation and Foundation for Child Development.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

Whitebook, M., Howes, C., & Phillips, D. (1990). *Who cares? Child care teachers and the quality of care in America: Final report of the National Child Care Staffing Study.* Oakland, CA: Child Care Employee Project.

18. Cost, Quality, and Child Outcomes Study Team. (1999). *Linking child care quality and success in early learning and school readiness: Update to the Cost, Quality, and Child Outcomes in Child Care Centers Study.* Denver, CO: Department of Economics, University of Colorado at Denver.

Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers.* Denver, CO: Department of Economics, University of Colorado at Denver.

Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M. (2001). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly, 15*(4), 475-496.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

19. Bureau of Labor Statistics, www.dol.gov.

Center for the Child Care Workforce. (2000, March). *Current data on child care salaries and benefits in the United States.* Washington, DC: Author.

Whitebook, M., & Phillips, D. (1999). *Child care employment: Implications for women's self-sufficiency and for child development.* New York: Foundation for Child Development.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

20. Montanelli, D., & Ramsburg, D. (2000). *1999 Report on Child Care.* Springfield, IL: Illinois Department of Human Services.

Rafanello, D., & Bloom, P. J. (1997). *The 1997 Illinois Directors' Study.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce.

21. Bloom, P. J. (1989). *The 1989 Illinois Directors' Study.* Springfield, IL: Illinois Department of Children and Family Services.

Bloom, P. J., & Sheerer, M. (1992). The effect of leadership training on child care program quality. *Early Childhood Research Quarterly, 7*(4), 579-594.

Center for Early Childhood Leadership. (1998, Fall). Investment in directors' training yields big payoffs. *Research Notes.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

22. Wheelock College Institute for Leadership and Career Initiatives. (2000). *Child care licensing requirements: Minimum preservice training, annual ongoing, and administrative training hours for directors in child care centers.* Boston, MA: Author.

23. Bellm, D., Burton, A., Shukla, R., & Whitebook, M. (1997). *Making work pay in the child care industry: Promising practices for improving compensation.* Washington, DC: Center for the Child Care Workforce.

Mitchell, A., & Morgan, G. (2000). *New perspectives on compensation strategies.* Boston, MA: The Center for Career Development in Early Care and Education, Wheelock College.

Mitchell, A., Stoney, L., & Dichter, H. (1997). *Financing child care in the United States: An illustrative catalog of current strategies.* Kansas City, MO: The Ewing Marion Kauffman Foundation.

24. Blau, D. (1992). The child care labor market. *Journal of Human Resources, 9*(39), 9-39.

Helburn, S., & Bergmann, B. (in press). Higher pay for workers, higher quality for children. *The future of child care: Improving quality and affordability.* New York: St. Martin's Press.

Mitchell, A., & Morgan, G. (2000). *New perspectives on compensation strategies.* Boston, MA: The Center for Career Development in Early Care and Education, Wheelock College.

Mocan, N., & Viola, D. (1997). *The determinants of child care workers' wages and compensation: Working Paper 632.* Boston, MA: National Bureau of Economic Research.

Morgan, G., Azer, S., Costley, J., Genser, A., Goodman, I., Lombardi, J., & McGimsey, B. (1993). *Making a career of it: The state of the states report on career development in early care and education.* Boston, MA: The Center for Career Development in Early Care and Education, Wheelock College.

Morris, J. R. (1999, May). Market constraints on child care quality: The silent crisis in U.S. child care. *The Annals of the American Academy of Political and Social Science,* 563.

25. Whitebook, M., & Sakai, L. (1995). *The potential of mentoring: An assessment of the California Early Childhood Mentor Teacher Program.* Washington, DC: National Center for the Early Childhood Workforce.

26. Elliott, K., & Vestal, A. (1998). *Learning and growing together: Head Start and child care professional development partnerships.* Boston: Center for Career Development in Early Care and Education at Wheelock College.

Head Start 2010 National Advisory Panel. (2000). *Fulfilling the promise.* Alexandria, VA: The National Head Start Association.

Whitebook, M. (1995). *Salary improvements in Head Start: Lessons for the early care and education field.* Washington, DC: Center for the Child Care Workforce.

27. Campbell, N. D., Appelbaum, J. C., & Martinson, K. (2000). *Be all that we can be: Lessons from the military for improving our nation's child care system.* Washington, DC: National Women's Law Center.

U. S. General Accounting Office. (1999, October). *Child care: How do military and civilian centers costs compare?* (Report No. GAO/HEHS-00-7). Washington, DC: Author.

28. National Child Care Information Center, www.nccic.org.

29. Neugebauer, R. (2001, Jan/Feb). Annual status report #14: For-profit child care enjoys stable growth year. *Child Care Information Exchange,* 20-25.

30. Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

31. Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

32. Head Start State Collaboration Office. (2001). *Head Start in Illinois: From birth to five.* Springfield, IL: Author.

33. Department of Defense, www.military-childrenandyouth.clib.com.

34. Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

35. National Child Care Information Center, www.nccic.org.

36 Illinois Department of Human Services. (2000, September). *Illinois Department of Human Services child care subsidy statistical report: Children by age and type of care.* Springfield, IL: Author.

37. Illinois Department of Human Services. (2000). *Child care and subsidy use in Illinois.* Springfield, IL: Author.

Collins, A., & Carlson, (1998). Child care by kith and kin – Supporting family, friends, and neighbors caring for children. *Children and Welfare Reform, Issue Brief 5.* New York: National Center for Children in Poverty.

Morgan, G., & Azer, S. (2001). *Family child care: What's in a name?* Boston, MA: Wheelock College Institute for Leadership and Career Initiatives.

Porter, T. (1998). Infants and toddlers in kith and kin care: Findings from the Informal Care Project. *Zero to Three, 19*(6), 27-35.

38. National Child Care Information Center, www.nccic.org.

Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

39. National Child Care Information Center, www.nccic.org.

Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

40. National Association for the Education of Young Children, www.naeyc.org.

41. National Association for Family Child Care, www.nafcc.org.

42. Head Start State Collaboration Office. (2001). *Head Start in Illinois: From birth to five.* Springfield, IL: Author.

Illinois State Board of Education. (2001). *Superintendent Max McGee's annual report to the state legislature: Access to quality education – Early learning programs.* Springfield, IL: Author.

National Child Care Information Center, www.nccic.org.

43. Head Start 2010 National Advisory Panel. (2000). *Fulfilling the promise.* Alexandria, VA: The National Head Start Association.

44. Head Start 2010 National Advisory Panel. (2000). *Fulfilling the promise.* Alexandria, VA: The National Head Start Association.

Head Start State Collaboration Office. (2001). *Head Start in Illinois: From birth to five.* Springfield, IL: Author.

Elliott, K., & Vesal, A. (1998). *Learning and growing together: Head Start and child care professional development partnership.* Boston: Center for Career Development in Early Care and Education at Wheelock College.

45. Head Start State Collaboration Office. (2001). *Head Start in Illinois: From birth to five.* Springfield, IL: Author.

46. Montanelli, D., & Ramsburg, D. (2000). *1999 Report on Child Care.* Springfield, IL: Illinois Department of Human Services

47. The full cost of quality care in Illinois is calculated using a known and accepted cost basis, the per-student expenditure for Illinois State Board of Education Pre-K programs. The state per-child contribution, based on a 3-hour day, is $3,268. Local district contribution has been estimated to be at least 15%. The base of $3,758 is multiplied by 3 to calculate the cost of a full-day. That total is then multiplied by 1.33 to calculate the cost of a full-year program. Based on the current ISBE Pre-K per-child contribution ($3,758 x 3 x 1.33), the per-child full cost of care in Illinois is equivalent to $14,994.

Barnett, W. S., Tarr, J., & Lamy, C. (2001). *Fragile lives, shattered dreams: Implementation of preschool education in New Jersey's Abbott districts.* New Brunswick, NJ: Center for Early Education Research, Rutgers University.

Culkin, M., Helburn, S., & Morris, J. (1990). Current price versus full cost: An economic perspective. In B. Willer (Ed.), *Reaching the full cost of quality* (pp. 9-26). Washington, DC: National Association for the Education of Young Children.

Mitchell, A., Stoney, L., & Dichter, H. (1997). *Financing child care in the United States: An illustrative catalog of current strategies.* Kansas City, MO: The Ewing Marion Kauffman Foundation.

Stoney, L., & Greenberg, M. H. (1996). The financing of child care: Current and emerging trends. *The Future of Children, 6*(2), 83-102.

48. Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

49. Data summarized in this chapter primarily come from responses to three surveys: *What's in a Name?* (1,084 respondents); *Early Childhood Workforce Survey* (4,125 individuals); and *Pre-K Teachers' Survey* (557 respondents). Nine additional data sources also were used for salary, benefits, and turnover. 1999 data from these sources were adjusted for inflation using the 2.3% consumer price index inflation calculator recommended by the Department of Labor, Bureau of Labor Statistics. Data sources included:

Bureau of Labor Statistics, www.dol.gov.

Center for Early Childhood Leadership. (1999, Fall). Illinois directors' salaries: Baseline data. *Research Notes.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

Center for Early Childhood Leadership. (1999, Winter). Investing in teachers' professional development: A comparison of elementary schools and child care centers. *Research Notes.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

The CPA Group. (2000, June). *Model compensation program: An incentive plan to promote professional development of early childhood personnel working in seven nonprofit child care centers.* Chicago: Author.

Illinois State Board of Education. (2000, December). *Educator supply and demand.* Springfield, IL: Author.

Illinois State Board of Education. (2000). *Illinois school facts.* Springfield, IL: ISBE Research Division.

Illinois Network of Child Care Resource and Referral Agencies. (2000, July). *Illinois Child Care Resource and Referral Statewide Aggregate Provider Report FY00.* Bloomington, IL: Author.

Montanelli, D., & Ramsburg, D. (2000). *1999 Report on Child Care.* Springfield, IL: Illinois Department of Human Services.

Rafanello, D., & Bloom, P. J. (1997). *The 1997 Illinois Directors' Study.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

50. Illinois State Board of Education. (2000). *Illinois content-area standards – Illinois professional teaching standards.* Springfield, IL: Author.

Illinois State Board of Education. (1998). *Minimum requirements for state certificates.* Springfield, IL: Author. (www.isbe.il.state.us)

51. Association of Teacher Educators and the National Association for the Education of Young Children. (1991). *Position statement: Early childhood teacher certification.* Washington, DC: Author.

National Association for the Education of Young Children. (1996). *Guidelines for the preparation of early childhood professionals.* Washington, DC: Author.

U.S. Department of Education. (2000). *New teachers for a new century: The future of early childhood professional preparation.* Washington, DC: National Institute on Early Childhood Development and Education, U.S. Department of Education.

52. Illinois Department of Children and Family Services. *Licensing Standards* (Title 89: Social Services, Chapter III: Subchapter e: Requirements for Licensure, Part 406, 407, 408). Springfield, IL: Author.

53. National Association for the Education of Young Children. (1998). *Accreditation criteria and procedures of the National Association for the Education of Young Children.* Washington, DC: Author.

54. Bowman, B., Donovan, M. S., & Burns, M. S. (Eds.). (2000). *Eager to learn: Educating our preschoolers.* Washington, DC: National Academy Press.

55. Comments written by respondents on the *What's in a Name?* survey provide rich anecdotal evidence of practitioners' feelings about this issue.

56. The Illinois child care resource and referral agencies conduct an annual training needs assessment and maintain monthly activity reports reflecting training activities that have been conducted. These annual assessments and monthly reports have consistently documented the shortage of training available for infant/toddler and school-age care practitioners. The Ounce of Prevention Fund's Birth to Three Project has gathered similar data.

57. Illinois Department of Children and Family Services. *Licensing Standards* (Title 89: Social Services, Chapter III: Subchapter e: Requirements for Licensure, Part 406, 407, 408). Springfield, IL: Author.

58. Illinois State Board of Education. (1998). *Minimum requirements for state certificates.* Springfield, IL: Author. (www.isbe.il.state.us)

59. Bloom, P. J. (1990). The child care center director: Policy perspectives on increasing requisite qualifications. *Early Education and Development, 1*(3), 185-204.

60. Rafanello, D., & Bloom, P. J. (1997). *The 1997 Illinois Directors' Study.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

61. Bloom, P. J. (1989). *The 1989 Illinois Directors' Study.* Springfield, IL: Illinois Department of Children and Family Services.

62. Bloom, P. J. (1989). *The 1989 Illinois Directors' Study.* Springfield, IL: Illinois Department of Children and Family Services.

63. Bloom, P. J., & Sheerer, M. (1992). The effect of leadership training on child care program quality. *Early Childhood Research Quarterly, 7*(4), 579-594.

Center for Early Childhood Leadership. (1998, Fall). Investment in directors' training yields big payoffs. *Research Notes.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

64. Center for Early Childhood Leadership. (2001, Winter). Achieving center accreditation: Factors that impact success. *Research Notes.* Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

65. Detailed information regarding the Illinois Director Credential can be found on the INCCRRA Web site, www.ilchildcare.org.

66. Illinois Department of Children and Family Services. *Licensing Standards* (Title 89: Social Services, Chapter III: Subchapter e: Requirements for Licensure, Part 406, 407, 408). Springfield, IL: Author.

67. Illinois Department of Children and Family Services. *Licensing Standards* (Title 89: Social Services, Chapter III: Subchapter e: Requirements for Licensure, Part 406, 407, 408). Springfield, IL: Author.

68. Layman, T. (1995). *Personnel issues: Workplaces without professionals, professionals without workplaces.* Unpublished briefing paper.

69. Whitebook, M., Sakai, L., Gerber, E., & Howes, C. (2001). *Then and now: Changes in child care staffing, 1994-2000.* Washington, DC: Center for the Child Care Workforce

70. Center for the Child Care Workforce. (2000, March). *Current data on child care salaries and benefits in the United States.* Washington, DC: Author.

71. Center for Organizational Research & Development. (2000). *Putting the pieces together: The 2000 Early Childhood Compensation Survey.* Edwardsville, IL: Southern Illinois University at Edwardsville.

72. Illinois Community College Board. (2000). *Data and characteristics of the Illinois public community college system.* Springfield, IL: Author.

73. Illinois Community College Board. (2000). *Data and characteristics of the Illinois public community college system*, Springfield, IL: Author.

74. iTransfer, www.iTranser.org.

75. Illinois State Board of Education. (2000). *Illinois school facts*. Springfield, IL: ISBE Research Division.

76. Center for Early Childhood Leadership. (2000, Summer). The role of technology in early childhood administration: Results of the 2000 Illinois Directors' Technology Survey. *Research Notes*. Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

77. Azer, S.L., & Elliott, K. (1998). Why create a career development system? Boston, MA: The Center for Career Development in Early Care and Education, Wheelock College.

Morgan, G., Azer, S., Costley, J. Genser, A., Goodman, I., Lombardi, J., & McGimsey, B. (1993). Making a career of it: The state of states report on career development in early care and education. Boston, MA: The Center for Career Development in Early Care and Education, Wheelock College.

78. Center for Early Childhood Leadership. (1999, Winter). Investing in teachers' professional development: A comparison of elementary schools and child care centers. *Research Notes*. Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

79. Center for Early Childhood Leadership. (1999, Winter). Investing in teachers' professional development: A comparison of elementary schools and child care centers. *Research Notes*. Wheeling, IL: The Center for Early Childhood Leadership, National-Louis University.

80. Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) T.E.A.C.H. quarterly report.

Accreditation – A seal of approval by an independent professional organization that signifies a program has met high-quality program and performance standards.

Administrator – The director, executive director, or manager of an early childhood program.

Aide – An individual who assists the classroom teacher in the care and education of a group of children. Works under the direct supervision of a teacher. Also called assistant teacher or associate teacher.

Assistant teacher – Works with a group of children under the direct supervision of a teacher; must have high school diploma or GED. Also called an aide or associate teacher.

Assistant director – Assists the director in the management of the center; may have responsibilities related to curriculum and staff management; fills in for the director in his/her absence, in which case the individual must be director-qualified.

Associate teacher – Works with a group of children under the direct supervision of a teacher. Sometimes called assistant teacher or aide.

At-risk – Term used by ISBE to refer to children who are at-risk of academic failure because of economic status of the family, condition of birth, developmental delays, or environmental factors.

Caregiver – Person responsible for the care of a child. May be a parent, relative, neighbor, or unrelated professional.

Child care resource and referral agencies – Community organizations that track child care supply and demand; provide training and technical assistance to early childhood practitioners; work with communities to assess community needs; and recruit new child care providers.

Certification – Professional credential issued and required by the Illinois State Board of Education for everyone who teaches in the public schools or a community-based program contracted to provide an ISBE Pre-K program. Type 04 early childhood certification requires a bachelor's degree in education, specialized coursework in early childhood education, and successful completion of the Basic Skills Test.

Child care – Nonparental care of children by another adult.

Child care certificates – Payments made to early childhood programs by the Illinois Department of Human Services, on behalf of low-income parents, to defray the cost of child care.

Child care subsidy – A certificate, voucher, or waiver made on behalf of parents or to assist parents in the cost of early childhood programs that charge tuition or parent fees. IDHS makes payments to child care programs for tuition/parent fees to assist low-income families who need child care while they work or pursue training. Employers, colleges and universities, faith-based, and human service organizations also may offer child care subsidies to low-income families, employees, staff, students, or members.

Credential – Evidence or certification of attainment and/or demonstration of defined knowledge, skills, and other professional requirements.

Director – Administrator of a center-based program, similar to the principal of an elementary school. Responsible for planning and supervising child development programs and overseeing staff.

Early childhood education – Generic term used to describe the field of early care and education of children birth to age 8. Many early childhood programs, however, also provide care for school-age children through age 12 during their out-of-school time.

Early Head Start – Early Head Start began in 1995 to address the needs of younger children and their families. Early Head Start extends the philosophy and services of Head Start to children birth to age three and pregnant women. These young children are served both in center-based programs and in family child care homes, as well as through the home visitor program.

Formal – In this report the term "formal" refers to center-based programs that are licensed or legally license-exempt and to licensed family child care, all of which are required to meet certain requirements, and in most cases have defined staff qualifications.

Great START – Great START (Strategy to Attract and Retain Teachers) is a wage supplement program designed to improve the developmental outcomes of children through the professional development of early childhood practitioners. It is available to assistant teachers, teachers, and directors in licensed child care centers, family group homes, and family child care homes.

Group home – A child care home which provides care for 3 to 16 children for fewer than 24 hours per day.

Group size – The total number of children assigned to a teacher or teaching team, and grouped in an individual classroom or well-defined physical space within a child care center.

Head Start – Head Start and Early Head Start are federally funded, comprehensive child development programs that serve children from birth to age five, pregnant women, and their families. These child-focused programs have the overall goal of increasing the school readiness of young children in low-income families.

Illinois Department of Children and Family Services (DCFS) – The agency which oversees the regulation of child care centers, family child care homes, and family group homes, as required by the Child Care Act of 1969, as revised.

Illinois Department of Human Services (IDHS) – State agency that funds the statewide child care resource and referral system, provides child care subsidies to low-income families, and disburses professional development funds to practitioners to enhance the quality of their programs.

Illinois Director Credential (IDC) – Voluntary credential for center-based early childhood directors, administered by the Illinois Network of Child Care Resource and Referral Agencies.

Infant – A child under 15 months of age.

Informal care – In this report the term "informal" refers to relative care or child care in a family home setting that is unlicensed. Although some providers in this category have established operating policies and/or planned activities for children, these are not monitored by a regulatory agency.

Internship – Supervised practical training in an early childhood program.

ISBE Pre-K – Early childhood program funded and regulated by the Illinois State Board of Education and offered by local school districts for children, ages 3 to 5, identified as at-risk for academic failure.

Kith and kin – Individuals who routinely care for children but who do not consider early childhood education as a professional calling. Kith and kin arrangements are usually informal and license-exempt and involve relatives, family friends, and neighbors.

Licensed program – Regulated and monitored by the Illinois Department of Children and Family Services, under the guidelines established by the Child Care Act of 1969, as revised.

License-exempt programs - Operated by public or private elementary school systems, high schools, or institutions of higher learning; programs conducted on federal government premises; and other programs recognized or registered with the Illinois State Board of Education, if children in the program are over age three. In a license-exempt child care home there can be no more than 3 unrelated children under the age of 12, including the provider's children.

Montessori School – Philosophical approach to early childhood education based on the work of Italian physician and pioneer educator, Maria Montessori. Montessori proposed a method of teaching young children that emphasizes the development of initiative and natural abilities.

Nursery school – An early childhood program for children, usually between the ages of 3 and 5, who are not old enough to attend kindergarten.

Preschool – Any early childhood program offered to children younger than kindergarten age. Typically part-day, but many full-day programs are also referred to as preschool.

Practitioner – Assistant teacher, teacher, administrator, or professional support staff (e.g., curriculum coordinator) in a center- or school-based early childhood program. The caregiver in a family or group child care home.

Registry – A central tracking system that lists professional development opportunities and maintains records of practitioners' professional attainments.

Regulated care – A general term that covers all forms of rules that are applied to center-based programs and family child care homes, including: building safety approvals; fire safety approvals; sanitation approvals; licensing; funding requirements; criminal records checks; and child abuse and neglect clearances.

School-age child care – Any program offered to school-age children, ages 5-12, before or after school, during vacations, or during summer break.

Stability – The tenure and turnover of teaching staff in an early childhood program. Centers with high turnover and/or staff who have not worked at the program for a long period of time have low staff stability.

Subsidized child care – Child care programs that receive funding to cover the costs of care or parent fees. In Illinois, IDHS provides subsidies to low-income families needing child care to work or attend school.

T.E.A.C.H. Early Childhood® Illinois – T.E.A.C.H. (Teacher Education and Compensation Helps) is a scholarship and compensation project designed to help child care professionals obtain funding for college coursework or tuition.

Teacher – Person directly responsible for the care and education of a group of children in an early childhood program.

Teacher Educator – College instructor or professor who teaches early childhood practitioners.

Toddler – Children between 15 months and 2 years of age. The term may include a child up to 30 months of age depending upon physical or social development.

Turnover – The percentage of staff that cease employment within a 12-month or other specified period. Turnover is calculated by dividing the number of staff who have left employment by the number of staff on the payroll.

Unlicensed – An early childhood program or family child care home that is not licensed by the Illinois Department of Human Services. This includes family child care homes and relative care arrangements that operate legally as license-exempt as well as those that operate outside the law as defined in the Child Care Act of 1969.

A: THE EARLY CHILDHOOD WORKFORCE SURVEY

SCOPE OF RESPONSIBILITIES	TERM USED	SALARY
ASSISTANT TEACHER: *Works under the direct supervision of another teacher in the care and education of a group of children*		
Infant/Toddler	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
Preschool	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
School-age (out-of-school time)	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
TEACHER: *Direct responsibility for the care and education of a group of children*		
Infant/Toddler	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
Preschool	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
School-age (out-of-school time)	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
LEAD TEACHER: *Supervises or mentors those directly responsible for the care and education of a group of children*		
Infant/Toddler	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
Preschool	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
School-age (out-of-school time)	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
ASSISTANT DIRECTOR: *Assists with the management of the center*		
All Program Areas	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt
DIRECTOR: *Provides leadership and oversees the administration and management of the program.*		
All Program Areas	____ # in position ____ turnover rate	Low $_____ High $_____ ❑ Exempt ❑ Non-exempt

BEST COPY AVAILABLE

SCOPE OF RESPONSIBILITIES	MINIMUM EDUCATIONAL REQUIREMENT AT YOUR CENTER FOR THIS POSITION				
ASSISTANT TEACHER: *Works under the direct supervision of another teacher in the care and education of a group of children*					
Infant/Toddler	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
Preschool	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
School-age (out-of-school time)	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
TEACHER: *Direct responsibility for the care and education of a group of children*					
Infant/Toddler	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
Preschool	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
School-age (out-of-school time)	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
LEAD TEACHER: *Supervises or mentors those directly responsible for the care and education of a group of children*					
Infant/Toddler	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
Preschool	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
School-age (out-of-school time)	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
ASSISTANT DIRECTOR: *Assists with the management of the center*					
All Program Areas	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.
DIRECTOR: *Provides leadership and oversees the administration and management of the program.*					
All Program Areas	❑ H.S. Diploma	❑ CDA	❑ A.A.	❑ B.A.	❑ M.A.

BEST COPY AVAILABLE

ABOUT YOUR PROGRAM *Check as appropriate.*

- Center is
  ❑ licensed ❑ license-exempt.
- Center is accredited?
  ❑ yes ❑ no
  If yes, type: ❑ NAEYC ❑ _____ ❑ _____ ❑ _____
- Do you pay for college tuition?
  ❑ yes ❑ no
- Do you pay for state or national conferences?
  ❑ yes ❑ no

LEGAL AUSPICES *Please indicate the legal auspice that best describes your program (CHECK ONLY ONE).*

- FOR-PROFIT
  ❑ 1. Private proprietary or partnership
  ❑ 2. Corporation or chain (e.g., Kindercare, Children's World, La Petite)
  ❑ 3. Corporate-sponsored (e.g., Bright Horizons Family Solutions)

- NONPROFIT
  ❑ 1. Independent, private non-profit
  ❑ 2. Affiliated with an umbrella agency such as a human service organization, hospital, or social service agency
  ❑ 3. Faith-based (sponsored by a church or temple)
  ❑ 4. University or college sponsored
  ❑ 5. Public school sponsored
  ❑ Illinois State Board of Education Pre-K ❑ Local school district sponsored
  ❑ 6. Government sponsored
  ❑ Military ❑ State ❑ Federal ❑ Local (e.g., park district)

FUNDING *Please indicate the approximate percentage (%) of your operating budget that comes from the following sources:*

_____% 1. IDHS Subsidy
_____% 2. Parent fees and tuition
_____% 3. Corporate subsidy
_____% 4. Philanthropic – foundations and grants
_____% 5. Illinois State Board of Education or local Board of Education
_____% 6. Head Start
_____% 7. College or university
_____% 8. United Way
_____% 9. Faith-based subsidy
_____% 10. Fundraising
_____% 11. Other: _____

_____
Total 100%

PLEASE COMPLETE AND HAVE AVAILABLE FOR YOUR SCHEDULED PHONE CONVERSATION.

B: WHAT'S IN A NAME?

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) is currently spearheading efforts to create a comprehensive professional development system for early childhood practitioners in Illinois. If you are an early childhood educator, please take 5 minutes to complete this survey. **Your voice is important!**

ABOUT YOURSELF

How long have you worked in the field of early childhood? _____ years _____ months

What role best describes your current position? *(check only one)*

Home-based

- ❑ I manage a home-based program and provide care and education for a group of children.

Center-based

- ❑ I work under the direct supervision of another teacher in the care and education of a group of children.
- ❑ I have direct responsibility for the care and education of a group of children.
- ❑ I coordinate the curriculum and mentor those directly responsible for the education of children.
- ❑ I assist with the administration of the program and management of a center.
- ❑ I provide leadership and oversee the administration and management of a center.

Other

- ❑ I am a college instructor/professor.
- ❑ I am a trainer or consultant.
- ❑ I work for the state CCR&R system.
- ❑ _____

What is the highest educational level you have completed?

- ❑ High school or GED
- ❑ CDA/CCP
- ❑ Associate's degree or 60 sh of college credit
- ❑ Baccalaureate degree
- ❑ Master's degree
- ❑ Doctorate

Age: ❑ under 30 ❑ 31-40 ❑ 41- 50 ❑ 51-60 ❑ 61 +

Race/ethnicity: ❑ African American ❑ Caucasian ❑ Hispanic ❑ Asian ❑ Other

ABOUT THE FIELD *(check only one response for each question)*

When the public or media refer to the **field**, what term would you like them to use? (check one)

- ❑ Early Childhood Education ❑ Early Care and Education ❑ Child Care
- ❑ Early Education ❑ Day Care ❑ Other:_____

When the public/media refer to a **part-day program in a center/school**, what term would you like them to use?

- ❑ Nursery School ❑ Prekindergarten ❑ Child Care
- ❑ Preschool ❑ Day Care ❑ Other: _____

When the public/media refer to a **full-day program in a center/school**, what term would you like them to use?

- ❑ Nursery School ❑ Prekindergarten ❑ Child Care
- ❑ Preschool ❑ Day Care ❑ Other: _____

When the public or media refer to a **full-day program in a home**, what term would you like them to use?

- ❑ Family Day Care ❑ Day Care ❑ Other: _____
- ❑ Family Child Care ❑ Child Care

(turn over)

BEST COPY AVAILABLE

Do you think the field needs consistent role titles to describe the work that staff do with young children?

____ yes ____ no ____ no opinion.

Do you think the field needs consistent qualifications for staff who do the same work with children in different settings regardless of funding or regulation?

____ yes ____ no ____ no opinion

If you answered yes to either question above, please check the Preferred Job Title and Minimum Education Required that you think best match the scope of responsibility described. If there is another job title you feel the field should adopt, mark "other" and indicate that job title in the space provided.

Scope of Responsibility and Preferred Job Title			Minimum Education Required		
Works under the direct supervision of another teacher in the care and education of a group of children					
❑ assistant teacher	❑ support teacher	❑ teacher	❑ HS diploma	❑ CDA	
❑ aide	❑ caregiver	❑ other: _____	❑ AA	❑ BA	
Has direct responsibility for the care and education of a group of children					
❑ teacher	❑ caregiver	❑ other: _____	❑ CDA	❑ AA	❑ BA
Coordinates the curriculum and mentors those directly responsible for the care and education of children					
❑ head teacher	❑ lead teacher	❑ education coordinator	❑ AA	❑ BA	❑ MA
❑ mentor teacher	❑ master teacher	❑ other: _____			
Assists with the administration of the program and management of a center					
❑ assistant director	❑ assistant manager	❑ assistant administrator	❑ AA	❑ BA	❑ MA
❑ associate director	❑ other: _____				
Provides leadership and oversees the administration and management of a center					
❑ director	❑ manager	❑ administrator	❑ AA	❑ BA	❑ MA
❑ center director	❑ site director	❑ other: _____			
Manages a home-based program and provides care and education for a group of children					
❑ caregiver	❑ family child care provider		❑ AA	❑ BA	❑ MA
❑ teacher	❑ home day care provider				
	❑ other: _____				

Thank you for your contribution to the field!

Return your completed survey to the designated collection box or mail to:

The Center for Early Childhood Leadership, National-Louis University, 6310 Capitol Drive, Wheeling, IL 60090

BEST COPY AVAILABLE

C: PRE-K SURVEY

The Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) and the Center for Early Childhood Leadership are conducting a survey of the early childhood workforce. We need your help!

ISBE PRE-K TEACHERS

What is your current position? _____

How long have you held this position? _____ years

Before assuming your current position, had you worked previously as a teacher in the private sector (e.g. a nonprofit preschool, child care center)? _____ yes _____ no

When you interviewed for your current position, what were the factors that influenced you to seek work at a state-funded prekindergarten program in the public school? Check the three most important factors:

_____ pay
_____ benefits
_____ job security
_____ work environment
_____ opportunities for promotion
_____ opportunities for ongoing professional development
_____ reputation of the school
_____ scope of responsibilities
_____ public school 10-month schedule
_____ opportunity to work in an elementary school setting
_____ opportunity to be more autonomous as a teacher
_____ opportunity to work with children classified as at-risk

When you interviewed for your current position, did you also interview for teaching positions in the private sector (e.g. a nonprofit preschool, child care center, Head Start program)? _____ yes _____ no

If yes, what was the most important factor that made you decide to not take a position in the private sector? *(check only ONE)*

_____ the pay was lower than the position I accepted
_____ the benefits were not as good as the position I accepted
_____ the work environment was not as attractive
_____ the job security was not as good in the private sector
_____ the opportunities for advancement were not as good
_____ the opportunities for ongoing professional development were not as good
_____ other: _____

Contact Valerie Krajec or forward form to:
INCCRRA
207 W. Jefferson, Suite 503
Bloomington, IL 61701
(800) 649-1884, FAX: (309) 828-1808

Please forward via mail or fax by Friday, February 16, 2001

BEST COPY AVAILABLE